

MARCH, 1997
Volume 81 • Number Five
ISSN 0897-4314

Leaguer

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

'97 fall activities SuperConference dates selected

Several years ago, the UIL hosted nine student activities conferences around the state.

"It almost killed the academic staff and contest directors," Treva Dayton, UIL assistant director of academics, said. "We were on the road every weekend of the fall. And the conferences lasted only from 9 a.m. to 12 noon. In many cases, we would travel five hours to give a three-hour conference."

"In addition, attendance was not particularly strong, except at a few sites," Dayton added. "So we decided to cut the number of conferences to four, but to expand the program in most cases from three to six hours."

In keeping with that philosophy, the League will conduct its four Student Activities Conferences next fall, beginning Sept. 20 at the University of North Texas, then followed by Sept. 27 at Texas Tech University, Oct. 18 at The University of Texas at Austin, and Nov. 1 at Sam Houston State University.

"These four universities are regional meet sites and have over the years provided tremendous support for the full academic program," Dayton said. "We realize that four sites do not adequately serve the width and breadth of the state, and we hope to be able to add a fifth conference, perhaps in the Texas Rio Grande Valley."

Negotiations as to when and where to add a conference are continuing, he added.

"Last fall, we had requests to conduct conferences in Port Arthur, the Panhandle and in Northeast Texas," Dayton said. "The people who attend the UIL conferences know how valuable they can be toward preparing students and teachers for spring meet competition, and we would like to accommodate them, but there's the matter of spreading the academic staff too thin."

"There's no better way to prepare for spring contests than to attend a fall conference," Dayton added. "Students and advisers have an opportunity to meet the state contest directors, and coordinators have a chance to attend sessions on organizing and conducting the meets. We realize that many schools cannot make the long trip to one of these conferences, but we hope to compensate by making available information through videotape and the League's web page."



Perfection

Duncanville completes 40-0 season

After a series of near misses in the 1990s, Duncanville completed a perfect 40-0, state girls 5A basketball championship season by holding off determined Alief Elsik, 44-33. The state championship was the first for head coach Sara Hackerott, who served as an assistant under the legendary Sandra Meadows, whose teams won four state crowns. Meadows died of cancer in 1994.

Elsewhere in 4A, Levelland won its seventh state girls basketball title in 10 appearances by nipping Cedar Hill, 36-33. In his 20th state appearance, Loboette coach Dean Weese collected his unprecedented 10th championship, including three at his previous stop in Spearman.

In Conference 3A, top-ranked Barbers Hill rolled by Dripping Springs, 66-45, winning for their coach, Pennee Hall, the same trophy Hall had won as a senior at Barbers Hill.

Whiteface (35-1) held off Celeste, 59-39, to win the Conference A trophy while Poth slipped past Shallowater, 54-50, to win a bookend 2A trophy for the state volleyball crown it won last fall.

ON THE PROWL—Silsbee's Brandi McLain drives the lane on Cedar Hill's Jo Ruth Woods to score two of her 13 points in the 4A semifinal basketball game, won by the Lady Longhorns, 67-46. Photo by Andrew Christensen, UT Photography Dept.

Grappling with growth: Referendum to add wrestling passes; issue now before the SBOE

Wrestling's longtime desire to be a UIL sport is closer to becoming a reality, although the final bell has yet to be rung.

Last October, the Legislative Council approved placing wrestling on the referendum ballot. It passed 132-75 by Conference 5A superintendents and was then forwarded to the State Board of Education where the issue remains.

Press reports have stated that board members are suspicious of any proposals that would permit wrestling matches between the sexes if the sport becomes a UIL-sanctioned activity.

The League currently operates under a non-discrimination clause which specifies that if a comparable sport is not available for females, then they may compete on boys teams.

"We have assured members of the SBOE that we will offer a division for girls and a division for boys," said Bonnie Northcutt, the League's liaison to the SBOE.

Earlier this year, the parents of two Arlington girls filed a \$20,000 lawsuit against the Texas Interscholastic Wrestling Association, which governs Texas high school wrestling, the Texas Wrestling Officials Association and three school districts — Richardson, Irving and Highland Park — for allegedly discriminating against their daughters by not allowing them to wrestle boys.

A request to halt the Texas Interscholastic Wrestling Association's state meet was denied and it is unclear whether the case will be heard, said Mike Jenkins, Richardson Independent School District athletic director.

Currently, 24 states allow mixed-gender wrestling, and 1,164 girls wrestle against boys in those states, according to the National Federation of State School Associations.

If the SBOE approves wrestling as a UIL sport, competition will begin in the fall of 1998.

"We will survey schools to determine how many plan to participate," UIL director Dr. Bill Farney said. "If enough enroll, then we'll begin placing schools in conferences. But we need to see how many enroll to determine whether we'll have one or more conferences."

The League will also appoint members to an ad hoc committee that will determine which parts, if any, of the existing wrestling structure to use. It will also decide when the season will be held and the basic wrestling plan rules, Farney added. "Those rules will go before the SBOE next spring."

— Bobby Hawthorne

Home schools and extracurricular activities

By Mark Cousins

UIL ADMINISTRATIVE ASSISTANT



(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.

The issue of home schooled students eligibility to participate in public school extracurricular activity programs is not a new one. State High School Activity Associations and various state legislatures have been grappling with this question for years. The question is, should home schooled students be eligible to participate in public school extracurricular activity programs? And if so, what regulations should be instituted to ensure a level playing field between public school and home school participants?

Reasons parents home school their children vary. Some home school for religious reasons. Others believe they can provide a better education for their children if they are taught at home. Safety of the children is also a concern for parents. Regardless of their motivations, home school parents believe their children should have access to public school extracurricular activity programs. Perhaps the strongest argument to allow access to these students is that home school parents are tax-paying members of the community. Because the taxes home school parents pay go to fund the public school, they contend their children should have full access to programs offered by the public school. Moreover, they claim it is their right and to not allow their children to participate constitutes discrimination.

Socialization is also a concern of parents who school their children at home. Many sociological studies point to the benefits participation in extracurricular activities has on the socialization of young people. State activity associations and public schools strive to develop well-rounded students who grow into productive members of society. Supporters of home school student access to public school programs maintain that allowing participation gives these students a chance to socialize with peers while experiencing a more well-rounded education.

State activity associations and public school leaders hesitate to act on this question because the courts have yet to rule consistently on the home school issue. In 1995, the family of Jeremy McNatt,

State activities associations, legislators grapple with thorny question of allowing home school students to participate in school activity programs

a home school student, sued Frazier Independent School District in Pennsylvania for refusing to allow Jeremy to try out for the school basketball team. The court ruled in favor of the school. Citing concerns over school absences and monitoring of academic progress, the court found that the district's rule denying participation to home school students was related to a legitimate educational purpose.

The Massachusetts Interscholastic Athletic Association (MIAA) has also been involved in the home school controversy. Melissa Davis, a home school student who wanted to participate on the Norton High School softball team, sued claiming MIAA rules violated her equal protection rights under the Fourteenth Amendment of the United States Constitution. While recognizing the right of the MIAA to set regulations for extracurricular participation, the court granted Melissa participation reasoning that schools should afford all students attending the school the same privileges and advantages. Because Melissa's home school program and academic progress were monitored by administrators at Norton, the court found that the only difference between Melissa and other students at Norton was where she attended school sessions.

State Legislatures have also become involved in the home school issue. Arizona, Colorado, Idaho, Oregon and Florida are just a few states where Legislatures have mandated allowing home schooled students access to public school activity programs. Bills have been introduced in the Texas, Alaska, Virginia, South Carolina and others state legislatures to allow home school participation in public school activity programs.

Public school leaders have legitimate concerns about home schooled students being allowed to participate in their activity programs. One of these concerns involves using state money to fund home school student participation. Since schools only receive state money for full time students at their schools, who would be responsible for the costs asso-

ciated with home school student participation?

A particular concern for athletics is injury. The question athletic administrators have is if a home schooled child is injured in a public school contest, who is responsible? Most school catastrophic insurance policies are applicable only to students officially enrolled in the school, not just members of school teams. Another area with which athletics is concerned is residency. The UIL's parent residence rule stipulates that a student's school of eligibility is determined by the residence of their parents. Would home schooled students be required to meet the same standard, or would they have their choice of which public school program to enter?

Parents of public school children also have concerns. Many parents have expressed fear that home schooled students may come into a program and take their child's place. Whether it be an academic or an athletic team, there are limits to how many students can participate. Public school parents worry that their child will be displaced by a home schooled student who simply has more ability.

Perhaps the biggest concern for school administrators is monitoring academic progress of home schooled students. Students in public schools have to follow No-Pass No-Play guidelines that are monitored on a six, nine or 12-week cycle. How would academic progress of home school students be tracked? Who is going to determine whether a home schooled student is progressing satisfactorily?

As a general philosophy, the UIL believes that participation in extracurricular activities is a privilege, not a right. This position has been upheld in courts of law numerous times. As debate continues, it is clear that both sides hold firmly to their views.

Is there a middle ground? What are the implications of change? Will more students seek home school status if barriers to participation are removed? As the face of secondary education evolves around serious academic concerns, this participation issue will likely receive more than its share of attention.

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.

STATE EXECUTIVE COMMITTEE

Chairman: Mr. Larry Butler, Stephenville ISD; Ms.

Sydna Gordon, Garland; Mr. Kenneth Judy, Supt., Crawford ISD; Dr. Teresa L. Long, Austin; Mr. Lloyd Choice, Principal, Yates HS, Houston; Mr. Greg Sherwood, athletic director, Lubbock ISD; Mr. George Vaults, Bryan; Charles Zepeda, Odem-Edroy ISD.

LEGISLATIVE COUNCIL

Chair: Bill Mayfield, Happy ISD; 1st Vice chair, Richard Cohagen, Gunter ISD. 2nd Vice Chair: David Montgomery, Waxahachie ISD.

5A — Clayton Downing, Lewisville ISD; James Terry, Mesquite ISD; Wayne Schaper, Spring Branch ISD; Pete

Anthony, San Felipe - Del Rio ISD.

4A — Don Cumpston, Hereford ISD; David Montgomery, Waxahachie ISD; Don Hendrix, Crosby ISD; Byron Steele, Jr., Schertz-Cibola-Universal City ISD;

3A — Robert Ryan, Seminole ISD; Justin Wakefield, Frisco ISD; Dean Andrews, Mexia ISD; Newell Woolls, Hondo ISD.

2A — Don Gibson, Wall ISD; Richard Cohagen, Gunter ISD; Leland Edge, Alto ISD; Charles Butcher, Boling ISD.

A — Bill R. Mayfield,

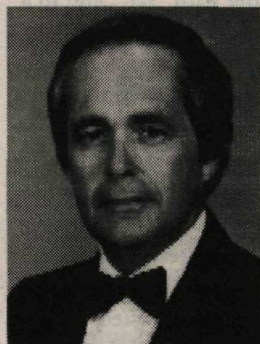
Happy ISD; Randy Savage, Gordon ISD; Dan Jones, Trenton ISD; William Stidham, Bartlett ISD.

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

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

Less than perfect reform: Sure, changes beget problems yet we owe it to students to continuously improve program

During recent months, the UIL/TMEA Music Advisory Committee and the UIL Legislative Council have looked at and, in some cases, adopted new rules and modified others in an effort to address concerns that have surfaced pertaining to the State Marching Band Contest and the State Solo and Ensemble Contest. Some of these rule changes have been welcomed with overwhelming support while others have generated controversy and met with a certain degree of resistance.



Richard FLOYD

All of these proposals are well-meaning and have been drafted after considerable input from directors, school administrators, and the general public. They are intended to address specific concerns and hopefully correct some of the flaws that we see in our contest system. Will they work? Time will tell. Do they address the fundamental problems that we are seeking to solve? Not in every

case.

Meg Greenfield in a recent *Newsweek* editorial entitled "Reform Can't Be Perfect," addressed the eternal dilemma that we all face as we strive to walk the fine line between maintaining the status quo and improving our lot. She writes that the best of reformations will have, from the start, defects, excesses, and questionable features that need to be carefully administered and overseen.

She goes on to say that it cannot be otherwise because the starting point of the problem is not that there is something wrong with the reform, but that there is something wrong with us that made the reform necessary at all. As we don't want to put draconian measures in place to curb our behavior, we will always be fiddling round with a variety of incentives and restraints and prohibitions that are imperfect and that we wish we didn't need to have at all. Thus we must focus our energy on a discussion regarding which of the reforms is most effective, least damaging to other important concerns, and most likely to work for its predictable, finite life span.

Do Greenfield's observations apply to all of us who are involved in the process of determining what is best for our students and the competitions

we provide them? I think so. We undertake reform because we perceive that there is a problem. We draft more rules. We place arbitrary memory requirements on TSSEC participation and suspend the state Medium Ensemble Contest when the real problem is the fact that better than 60 percent of the contestants at region are being certified to state. We adopt new limitations on show length and rehearsal time when the fundamental issue is the amount of money and emphasis that some schools channel towards the preparation for state level marching competition. The list goes on.

Then we question the rule changes we seek to implement because they appear to be less than perfect. The saga continues.

So we either say, "woe is us, nothing can be done" or we agree that our efforts will be less than perfect because we are less than perfect. If we admit the latter then our next step must be to implement these changes in an environment that allows for evaluation and refinement while we seek to acknowledge which of these imperfections are tolerable and which must be modified. We then have the potential for real reform that addresses our concerns and meets the needs of our students. They deserve no less.

Age and wisdom

When I was young, I shouted: "ME!"

When I was 25, I cried: "ME and Mozart!"

When I was 40, I said "Mozart and me."

Now, at 50, I whisper: "Mozart."

— Charles Gounod

"So long as the human spirit thrives on this planet, music in some living form will accompany and sustain it and give it expressive meaning.

—Aaron Copland

REMINDER:

TSSEC
deadline is
April 1, 1997

Marching band committee studying scoring system revisions

By Richard Floyd
DIRECTOR OF MUSIC

In last month's issue of *The Leaguer*, I discussed in detail the changes that have been implemented for the UIL Marching Band Contest. These changes have to do with the reduction of the maximum show length from 10 minutes to 8 minutes, the addition of a 2 minute time allotment for exiting the field, and the extension of the "8 hour" practice rule to include the entire calendar week. These changes have met with overwhelming, favorable response.

Another component of the contest in the process of being revised is the scoring system currently used for the area and state contests. There is growing concern that our present system, which requires all five judges to adjudicate all facets of the performance, does not allow judges to go into sufficient detail as they attempt to address every component of the marching band performance.

Furthermore, many directors feel that there is a tendency for the General Effect score to "bleed" over into the Music and Marching scores thus affecting the final outcome of the contest. This notion is solidified by the public perception that elaborate props, endless flag changes and other special effects can and do produce higher scores and championship performances.

The marching band committee has been charged by the UIL Legislative Council to study these concerns and determine if the scoring system can be revised in an attempt to (1) place higher emphasis on the fundamentals of playing and marching, (2) create more competitive equity

Waco likely to host '97 5A contest marching band contest

Many directors and fans of marching bands have been asking about sites for the 1997 A/2A/4A State Marching Band Contest. While plans are not finalized, there is a great likelihood that the 4A Contest will be hosted at Baylor University's Floyd Casey Stadium in Waco. The 5A contest was an overwhelming success at that site and both Baylor University and the City of Waco are eager to again serve as hosts for this important event.

The A/2A contest will be hosted in large high school facilities with artificial turf in the Dallas area. The final site selection will take place later this spring. Judges will be shuttled back and forth from the two sites as they were this fall.



The marching band committee is scheduled to meet in late March. Final plans for the 1997 contest will be on the agenda for that meeting. — Richard Floyd

between the various styles of marching and (3) de-emphasize the scoring weight that apparently is being given for elaborate props and other kinds of non-musical enhancements.

As a first step, a modified adjudication system was piloted by a mock judging panel at both the 3A and 5A State Marching Band Contests. Under this system, three judges evaluated and scored music only, a fourth judge focused on individual marching execution, while the fifth judge was responsible for only the overall marching performance of the band. At the conclusion of the contest, the members of the mock judging panels reviewed the system in detail and offered recommendations for

modification and refinement.

The marching band committee will now seek to integrate these recommendations into the scoring system under study so that additional testing can occur during the area and state marching band contest next fall. With continued refinement, a final revision of the judging system which will hopefully meet the objectives of the Legislative Council and address the concerns of directors throughout the state will be in place for area and state contest in the fall of 1998.

It is important to note that these changes will not, in any way, modify the rating system that is currently used at the region contest.

Avalanche of 'basic set' requests is causing gridlock

The Texas Educational Theatre Association UIL Advisory Committee needs your help. The number and complexity of requests for "additions to the basic set" [Section 1033 (c) (2) (E) in the current UIL C&CR] has increased to the point of unmanageability. In an attempt to simplify and/or streamline this process, the committee is soliciting suggestions for a means to accomplish this.



Lynn MURRAY

The need for change springs from a number of factors:

- 1) A desire to reduce the bureaucracy, paperwork and stress involved in the request for "additions to the basic set"
- 2) To increase the creativity and freedom of UIL one-act play directors/designers in the creation of their settings and playing spaces
- 3) An attempt to provide a level playing field for all schools involved in the UIL one-act play competition
- 4) A means of dealing with the limited storage space at many contest sites.

Please be assured that the UIL Approved Unit Set and the Standard Door, Window and French Window/Door Units found in the supplements of the *Handbook for One-Act Play* will remain in effect and continue to be a part of the basic set as per Section 1033 (c) (2) (E) in the current C&CR.

The UIL Advisory Committee will consider all possible solutions to the problem, but remember that the simplification of the process and the end product are essential to any proposed solution.

The UIL one-act play contest is your contest. Please seriously consider the above request and send your suggestions by May 15, 1997 to UIL Advisory Committee Chair Rachel Mattox, Taylor High School, 20700 Kingsland Blvd, Katy 77450, or FAX 713/647-3117.

GRIDLOCK CREATED

Responses to the last of the OAP request for "additions to the basic set" ("set") have been mailed, and Zone/District Contest Manager operational packets have been mailed. Area/Regional/State materials are being prepared. I hope those with special approvals for early zone/district contests get their materials in time. The multitude of phone calls requesting clarification of "set" approvals/disapprovals, reversals of disapprovals, and clarification of a very complicated Section 1033 (c) (2) (E) — "Sets and Props" rule — have created a virtual gridlock in the UIL Drama office. Three of us have been full-time on the phone since February 3.

All we can do is to offer a sincere apology to those who could not reach us on either line (busy) and those who did not understand or were unwilling to accept the answers given. It took until March to process all "set" requests, largely due to our efforts to answer the phone and the heavy increase of "set" requests postmarked on the

Short term solution: moving deadline back to Dec. 21; increased fee for "play/set" approval is being considered also.

deadline day. Something must change! The short-term solution is to move the deadline back. Effective for the 1997-98 school year, the "set" deadline is Dec. 21, 1997, the same day as the "play approval" deadline. Those requesting approval of plays not on the approved lists [Section 1033 (c) (1) (A)], must submit "set" request(s) with the "play" request(s). Otherwise, the "set" request will not be considered.

An increased fee for "play/set" approval is being considered as another partial solution. This possible change, or the above action taken, should not be viewed as punishment. It is not intended. Operational costs have increased in the many years since the \$10 fee was instituted, and this fee is no longer covering costs.

The Drama staff and UIL administration does not like the early date any more than you will. It provides only the winter vacation period and January as additional processing time in parallel "play" approvals. It is very difficult to involve several people in "set" request evaluation and treat all equally. The final decision must come from one source. Guess who?

SET RULE PROBLEMS

There are numerous problems with the current "set" rule, and I again call your attention to the appeal from the Texas Educational Theatre Association UIL Advisory Committee. I encourage all to respond with careful consideration and a realization that the OAP Contest is a contest in acting and directing that restricts the use of scenery. Why?

A few OAP directors may remember the 1960's total ban on scenery and the limited return of scenery with the creation of the League Approved Unit Set. The creation of these limited modular directorial devices kept directors happy for a few days.

I was one of those early regional, then state contest managers that had to deal with 18-wheeler moving vans and large rental trucks unloading 3-set shows with ceiling pieces and mountains built from cafeteria tables and teachers' desks covered with funeral grass. The current logistical load (heavily furniture) at OAP sites is fast approaching the 1960s, even with "set" restrictions and a re-trenchment, since 1993, on the kind of devices approved.

Most directors and contest managers with longevity will remember that it took 21 years (1970-91) to find a quality solution to the old "morals" rule, which is currently "standards," and I frequently receive passionate letters outlining this major moral mistake made by UIL, which means, of course, the Drama Director and/or the League staff. I trust, with your thoughtful consideration and carefully written recommendations to the TETA UIL/OAP Advisory Committee, we will

find a better method of dealing with "set," and in a shorter amount of time than it took for the "morals" revision.

There are numerous problems related to the "set" question other than its complexity, the difficulties of its proper understanding/interpretation, and the cumbersome means by which it must be administered. The set-up and strike period is unevenly administered and the contest manager is often the least well-equipped person to deal with this rule. There is considerable time wasted during OAP contests because of the uncertainty about "set" and how it is to be applied. Directors, including those with experience, transmit inaccurate information to new directors and inexperienced contest managers. Some directors abuse the "set" rule with "more is better," rather than looking to use "what is essential."

Directors desiring to provide design and technical opportunities for technical theatre students often promote extra emphases on "set." I repeat once again, *the One-Act Play Contest is a contest in acting and directing.*

WHAT TO ACHIEVE?

What should a revised OAP "set" rule do or attempt to do?

- Create greater equity of scenic opportunities among competing companies;
- Allow directors to know from the beginning of play selection what can or cannot be physically used, in order to make visual and viable script choices early in the OAP preparation process;
- Create an atmosphere that promotes freedom of choice rather than restriction, and provides necessary physical limitations but enhances performance;
- Improve organization and understanding at each OAP site;
- Shorten the length of the contest day and make performance sequence more predictable and audience-friendly;
- Allow directors to "change their minds" about "set" within reasonable parameters after early rehearsals, workshops, TETA, festivals, or having visions in the night;
- Eliminate heavy, bulky, or excessive non-essential scenic or property items;
- Transfer greater responsibility for keeping scenic items within prescribed limits to the OAP director and local administrations;
- Eliminate the necessity of sending scripts with "set" requests for plays on the approved lists;
- Require that all written and visual documentation included with "set" requests be on 8-1/2" x 11" paper;
- Balance the availability of interior and exterior scenic devices;
- Provide parameters for storing and shifting scenic/property elements at all contest sites and levels.

This column is too long and likely is too much to absorb during contest time. I will try to cover some of "what got disapproved" this year and more of the "do's" and "don't's" to add to last month's and last year's columns. Some of the more critical issues may find their way into the next edition of the *OAP Handbook* in a few years.

OAP area contest changes

There have been two changes in Area contests of which you should take note. One is a change in date of contest only; the other is a change of contest site as well as a change in date. Both of them are in **Conference 3A.**

In **Region I, Area 3** the contest scheduled at Tarleton State University for April 5 has been changed to **April 4.**

In **Region II, Area 3** the contest previously scheduled at Northeast Texas Community College in Mount Pleasant for April 5, has been relocated to **Robert E. Lee High School, Tyler on April 2.**

The high schools in the districts which are being affected have been notified by mail from this office.

75 and going strong

Congratulations to Angleton High School's student newspaper, Tattler, which celebrated its 75th anniversary in February. Adviser Linda Winder said the celebration was a great success, with dozens of staff members returning to enjoy an open house celebration.

The paper was started in the Literary Society of Angleton HS in February, 1922. The first editor, the late Granville Price, was later a journalism professor at The University of Texas at Austin where he taught among others Walter Cronkite and Lady Bird Johnson.

It is doubtful that the paper then was as good as the current issue, which over the last 10 years has ranked among Texas' finest.

Congratulations, Tattler staffs, past and present.

ILPC convention

- When: April 12-13
- Where: UT-Austin
- What: 100-plus sessions on all aspect of student publications, journalism instruction.
- Who: Students, teachers and advisers
- How (much): Registration is a mere \$15 per person.
- Why: Because no one in your school understands how difficult it is to publish a newspaper or yearbook. If they think they do, it's only because they've never advised one.
- You don't have to be an ILPC member in order to attend.
- On-site registration is permitted, although advance registration is recommended. For more information, contact the ILPC office.

Agreeing in principle if not always in practice

If there were any justice in the world, my picture would not appear here because I'm going to steal shamelessly from an article in the December, 1996 issue of *J Communiqué*, written by Wendy Kruger, who advises publications at Northrop High School in Fort Wayne, Indiana.

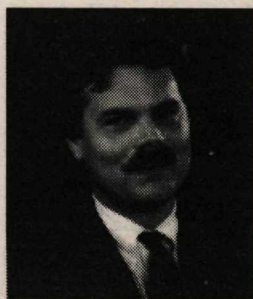
I am doing this because at this time of the year, every ounce of creative thought and humor has been stomped out of me, and if you don't believe that, ask any member of the academic staff, who will tell you that all of us watch nature shows like *Fangs* and *Dallas Maverick* basketball games to cheer up. But back to the plagiarism:

J Communiqué is a service journal for junior high and high school journalism advisers and students, and is published by the Secondary Educational Services office of the Department of Journalism at Ball State University.

The article describes a discussion among journalism advisers about the role of scholastic journalism in the 21st Century. The discussion centered on a study by the National Association of Secondary School Principals, titled "Breaking Ranks: Changing an American Institution." The study set forth the NASSP's recommendations for improving American high schools. They included repeated references to communities of learning and advocates for learning and gateways to learning. There was a lot of stuff in there about learning.

Given how often principals and journalism teachers fail to agree on trivial issues such as freedom of expression and the role of the media in society, a rational person might think that the journalism teachers wouldn't find much in this report to their liking.

Wrong. Over and over again, the benefits and values of curriculum-based journalism dovetailed nicely with the NASSP recommendations, advisers who participated in the discussion noted. They pointed out that high school journalism programs are able to be advocates for students and to give students



Bobby HAWTHORNE

a place to fit in within a school. Journalism programs advance student issues and encourage students to become actively involved in their education. The big problem here, of course, is that those same journalism programs are often given the bum's rush when they attempt to advance student issues, but let's just call that one of life's little ironies.

Specifically, the NASSP proposed nine goals for every high school student, which follow. Italicized comments were generated by the group during discussion:

- High school should be a learning community with demonstrated academic achievement that stands up to national scrutiny.

Journalism educators can become nationally certified and publications can be submitted to critique services to evaluate their performance on a national format.

- High school should function as a transitional experience to prepare students for the next phase of life and learning.

Speaking, writing, listening, research and computer skills are life skills which journalism students can take with them into any educational setting or career.

- High school should serve as a gateway to multiple options.

Journalism programs teach a variety of skills including business, writing, design and interpersonal skills which open up many opportunities for students.

- High school should prepare students to be lifelong learners.

Journalism programs teach students to think independently and to gather information from a variety of sources in order to come to a conclusion.

- High school should provide opportunities for good citizenship.

Journalism teachers and students work closely with the journalism staff members and develop an atmosphere which fosters student success.

- High school must help students fit into a technological society.

Journalism programs tend to be on the cutting edge of technological advances in the school.

- High school must equip students to live in an interdependent world.

Journalism programs offer students the opportunity to utilize skills in a cross-curricular setting and to work

with many groups within the school and community setting.

- High school must be an advocate for young people.

Journalism programs involve students in issues which affect their lives and give voices to students.

Of course, we all know how the best of intentions somehow get tossed out as soon as the village idiot calls to complain about why this story or that photo was run in the high school newspaper, even if neither are offensive nor legally actionable, and the pursuit of both taught a student real lessons in problem solving, critical thinking and citizenship. We all know that the lofty goals promulgated by education associations are sometimes sacrificed for the sake of expediency and community relations. Don't want to rile the nuts, even if it means telling an English teacher that he or she can't teach Mark Twain or John Steinbeck. Or telling a journalism teacher that his or her reporters darn well better not mention a word in the school paper about last week's four drug busts and two gang fights on campus, even if the point of the story is to say "here's what the administration is doing to solve the drug and gang problem."

Best just not to say anything about it.

The panelists also raised another problem. Journalism cannot very well promote the communities of learning and the gateways and all that if they're used as a dumping ground for thugs or lugs. They said one of the major challenges for journalism educators will be to help administrators and school communities see the value of journalism education within the schools so that the programs remain and grow rather than getting squeezed every time the school needs to save a few bucks or when someone comes up with the brilliant idea that all students must take one credit in macramé management in order to graduate.

Of course, the panelists weren't so histrionic. They noted that restructuring efforts that keep students from being in the journalism classroom every day or which fail to recognize the importance of journalism in the curriculum are issues which may occur as schools examine curriculum and change schedules in the restructuring process.

That's pretty much what I meant, too. That and the thing about gateways to learning.

ILPC summer workshop features nation's top publication experts

Anyone familiar to scholastic journalism will recognize the names: H. L. Hall, Sherri Taylor, Bruce Watterson, Gary Lundgren, Laura Schaub, Rob Melton and Terry Nelson. These nationally prominent publications experts will join many of the state's most successful publications advisers as faculty members at the ILPC Summer Publications Workshop, June 20-23 at The University of Texas at Austin.

"There are many excellent publications workshops in Texas, but the tradition of the ILPC workshop has been to provide the most concentrated learning experience available," said ILPC director Bobby Hawthorne. "The workshop begins on Friday afternoon, runs all day Saturday and Sunday, and ends Monday afternoon. Our intention is to provide as intense a learning experience as possible in the four-day period provided. Our reputation as a workshop

Advisers: Get free summer workshop room and board by serving as a dormitory monitor. For details, contact the ILPC office.

that stresses 'work' is unequalled. For four days, students and advisers participate in a unique, intensive learning environment dedicated to one goal: helping create the finest school newspapers and yearbooks possible. Students and advisers alike return to school in August prepared to tackle their jobs, whether they are beginning reporters or veteran teachers."

Other points about the workshop:

- Basic cost is \$195 per person, based on double-occupancy and community bath in the Jester Residence Center on the UT-Austin campus. Costs

include tuition and board. Reservations are not confirmed until payment is received. Deadline for registration is June 1. A \$10 processing fee per person will be assessed for reservations received after June 1.

- Commuter fees are \$100 for yearbook, newspaper and desktop publishing, and \$115 for photography. Commuter fees covers tuition only.

- Sequences are provided in yearbook, newspaper, photography and desktop publishing. The photography sequence is limited to 30 persons from schools that are 1996-97 ILPC members. Enrollment is also limited to no more than two persons per school. Basic cost for the photo workshop is \$215.

- The desktop sequence is limited to 40 persons from schools that are 1996-97 ILPC members. Enrollment is also limited to no more than two persons per school.

TILF Scholars

"Although my first UIL contest only netted me a fifth place ribbon when I pronounced galoshes, "goulash," in the finals of second grade story-telling, I became hooked on UIL competition. In the years that followed, UIL academic contests have encouraged me to improve myself not only for competition but also for the challenge to be the best I could be.

My UIL experience culminated my senior year when I competed in three events at Regionals, and medaled in one at State. Being awarded a UIL scholarship by the King Foundation was the rewarding and gratifying end of my eleven year experience."

Kiki Carthel
Gruver HS
Carl B. and Florence
King Scholarship

Get on the list: In order for K-12 district academic coordinators to receive pertinent information, they need to get their names on UIL coordinator list

Each year an increasing number of UIL academic directors who attend the summer coordinator workshop and the fall SuperConference coordinator sessions tell me that they are coordinating UIL academic activities for the whole school district, grades K-12.

In addition, some report that they are coordinating programs for multiple districts. Judging by the increased number of calls and correspondence I have received from administrators, a large number of school districts are now employing an individual to coordinate all academic extracurricular activities in grades K through 12.

Since UIL mails the *Academic Coordinator's Manual* and other information about participation in UIL academic programs to individual campus principals and coordinators, many district coordinators working at a central office may not be receiving all pertinent information to assist in program planning. Instead of having to resort to confiscation of one or



Pat WISDOM

more of your campus coordinators' needed materials, please allow us to place your name on our district-wide coordinator list.

A district-wide coordinator list was initiated this year when I realized that an increasing number of these important people were not receiving information that could assist in building participation in UIL academic programs, especially at the elementary, middle and junior high levels.

As a result of the joint efforts of several key contacts at the district-wide level, the elementary/junior high program has experienced at least a 20 percent surge in growth from 2325 campuses in 1995 to 2891 participating campuses as of this writing.

Occasionally, new principals and those who may be otherwise unfamiliar with UIL activities do not know what to do with UIL mailings when they come to the campus, and these mailings may end up in file 13.

Then, calls from concerned campus coordinators or teachers to the League office reveal that the information did not reach them, and new information must be sent out or denied to those requesting. Because of the long list of responsibilities already delegated to the campus administrator, the assistance of a district coordinator, as well as the campus

coordinator, has been found to be most beneficial in the dissemination of information, budget planning, and tournament coordination.

If you are working at the district-wide level and not receiving mailings such as the *Academic Coordinator Manual* and the elementary/junior high August participation mailing, and *E/JH* (the elementary/junior high newsletter), here is how to get on the mailing list. On letterhead stationery, send (by fax or regular mail) your name, title (position which indicates district-wide coordination), mailing address, phone number and fax number to the attention of Pat Wisdom, UIL, Box 8028, University Station, Austin, Texas 78713-8028. The League's fax number is 512/471-5908.

Although it also would be ideal to construct a mailing list that provides a specific campus coordinator's name, such a list consisting of over 6000 names would be too expansive and ever-changing to be practical. However, at this point, a list of specific district-wide coordinators is small enough that it can be managed.

Having district-wide coordinator information in our office will ensure that publications are sent to these key individuals, which, in turn, will make their jobs easier and bring the greatest benefit to students.

Reminders and tips as district academic competition gets underway

By Pat Wisdom

DIRECTOR OF ACADEMIC DEVELOPMENT

Concerning district high school entries:

- Be sure to use the revised "Spring '97 District Entry Form" that provides a slot for a fourth team member, in addition to a substitute, for the team events of accounting, calculator applications, computer science, current issues and events, literary criticism, mathematics, number sense, and spelling and vocabulary.

- Six entries, plus an alternate, are still allowed in Science.

- Double check for correct name spellings. Sometimes incorrectly spelled entries reach the state level, having been misspelled originally at the district meet and transferred incorrectly thereafter. Neither you nor we want anyone's name to be spelled incorrectly in the State Meet Program.

- Entries are due to the hosting district director 10 days prior to the district tournament.

- Do not send a copy of your district entry form to the UIL state office. Beginning this year, only the district director will provide statistical participation information to the state office on the "District Results Form." District directors should send all information to the regional director as directed in the time line, but please wait until you have all information tabulated (including One-Act Play) to name your district champion before you fax or mail the "District Results Form" to the League office.

- Entry substitutes whose names do not appear on the official entry form must present a letter of eligibility, or a substitute form such as that found in the appendix of the *District Director Manual*, in order to compete. The letter or form should contain the name of the student substituting, the name of the

student being replaced on the original entry form, the name of the school, the name of the contest, a statement that the student is eligible to compete in accordance with Subchapter M of the *Constitution and Contest Rules*, a campus administrator's signature, and the date. The UIL coordinator may serve as the campus administrator if a substitution must be made on the day of the contest, and no other campus administrator is available to provide the eligibility signature.

Concerning district elementary, middle, and junior high school entries:

- Please do not send copies of your district entry forms to the state office.

- Please do send to the state office a copy of your "District Participation Summary," which includes the name or names of the district champion schools. If received by April 15, champion schools' names and cities will be published in the late April issue of *E/JH*, the elementary/junior high newsletter.

- A note of concern: Calls from concerned parents about their children being left out of district competition as a result of not qualifying in the top three in a district-wide elimination contest prompt this response. Although district executive committees or individual campuses may develop their own elimination process to select contestants, there are some factors and recommendations that may prove helpful in the future:

- 1) Each campus may send the number of contestants specified in the *C & CR* to district competition.

- 2) If the district is large, divide schools into groups of five or six; allow each campus to select the number of entries permitted in each contest; and have this five- or six-campus group stand as one district. Eliminations are best done at the campus level, not at

a district-wide level.

- 3) Elimination at the campus level could be done by administering an Invitational C test, but we must caution that one test does not always provide accuracy and consistency in selecting the best students for the competition. For instance, in Ready Writing, a student may be able to write well on a particular topic given at the invitational level, but may not necessarily show this consistency in classroom compositions. (Some specific recommendations for selecting Ready Writing contestants are found on pages 7-12 of the *Ready Writing Handbook for Elementary, Middle and Junior High Schools*.) Coaches of events may best determine which students are to be entered in the district contest by using a variety of criteria — classwork, grades, consistency in subject area, attendance at practices, dependability, etc.

- 4) Academic competition is intended to be an enriching and positive experience for students. Being eliminated at the district-wide level through the administration of one test gives students little encouragement for future participation and academic growth.

Concerning district high school contest administration:

- Use only the district contest direction pages that have the school year 1996-97 printed at the top. Old instructions may no longer be applicable.

- If extra rooms are needed to accommodate additional contestants, be sure that a well-informed contest director is provided for each room and that the contest is held simultaneously with the other room(s) of contestants.

- Be aware that contestants in ready writing and journalism contests may use a dictionary and a the-

Relax, smile and suffer: district's here

District meets are fast approaching, so it's time to take care of those details that make all the difference in your chances of success and your enjoyment of the experience.

We have included in this issue (turn to page 8) some helpful hints about regional competition from Dr. Charlene Strickland, our Regional Director at Hardin-Simmons University and one of your State Meet Contest Directors, because the next issue of the *Leaguer* may not reach schools before regional competition. Everything she and her students say about preparing for regionals also applies to district meets, even though many of you will be on high school campuses for district.

All speech contestants and contest managers should be aware that instructions in the *C&CR* for timekeepers have been revised slightly (see page 103). We recommend the use of time cards over hand signals, but either are acceptable. The instructions now say that at the end of the seven minutes the timekeeper should stand *or otherwise indicate* that the allotted period of time has elapsed. It is very difficult to pay attention to the stop watch, get prepared to hold up a stop card, and stand all at the same time, while paying careful attention to the speaker's last words.

At the State Meet, our half-minute cards will be yellow, and our stop cards red. Timekeepers will be instructed to hold the stop card high in the air, so judges as well as contestants can see it, but they will not stand. What has not changed is that remaining within the time limits is the responsibility of the contestant! It is devastating to work hard to be competitive and then be disqualified for going over time, and it's so unnecessary.

Extemporaneous speakers, because their speeches are not rehearsed and timed in advance, may complete the sentence they are speaking, but prose and



Treva DAYTON

poetry contestants cannot. Before district you should time your selection so many times that there is no danger of a change in pace or audience reaction making your presentation too long. If you are pushing seven minutes, cut it now! If you think there isn't another single word you can omit from your selection(s) or introduction, ask yourself if those sentences and phrases are worth the risk of not being ranked in the round at all.

Prose and poetry contestants also need to have appropriate documentation for Category A. Since the categories have not changed, we haven't had as many questions about documentation, but several things submitted do not meet the requirement to prove that the award is literary in nature. For example, honorary degrees in literature are not writing awards. Neither is being listed in *Who's Who*. If in doubt, check before the meet so you have time to either find sufficient documentation or choose another author.

We will not change prose and poetry categories until after next school year, which will be the third year these will be in use. Your suggestions for new categories are needed.

Extempers should continue to keep their files up-to-date and in order, and to make sure that you don't have outlines or notes of previous speeches in your files the day of your district meet. Take the time to check each folder and have things organized by related topics and chronological order. Throw away dated or duplicated material, and add articles from newspaper about Texas issues and events if you haven't already. You can expect a couple of Texas topics in each set of questions. The sample topics in this issue were taken from Invitational Set B, and these and others printed throughout the year should give you a good sense of the kind of topic questions you will draw. And I promise that they will not all be about campaign finances or the Lincoln bedroom.

While almost all the topic questions have been covered in what we call The Big Three — *Time*, *Newsweek*, and *US News & World Report* — good articles or editorials from other sources are needed to add depth and interest to your speeches. Check with faculty and people in the community for copies of other publications such as *The New York Times*, *The*

Atlantic Monthly, or *The Economist* that provide analysis and insight judges may not have read already that week or heard the night before on CNN.

Add political cartoons and good stories for introductions to your files. Take a book of quotations and an almanac. And read! Lugging boxes of material into a prep room may impress someone unfamiliar with extemp, but it won't do much for your chances of success if you haven't read your files before you draw your topic. Thirty minutes gives you time to refresh your memory, collect specific details, organize your approach, and rehearse — preferably out loud in a low voice that won't disrupt others in the room. It isn't enough time to discover the answer to the topic question you drew.

Lincoln-Douglas debaters should be well into research of the spring topic now. I've heard from several coaches looking for a tournament so their debaters can have rounds debating this resolution. We publish tournament dates we receive in this paper, but I know there are lots of practice meets out there that I don't hear about. If you are hosting — especially if you are hosting LD debate competition — and have the capacity to invite a school looking for practice, please let me know.

LD debaters need to be sure they are ready to debate the correct resolution as it is printed on this page and the UIL web site. One handbook has been published that incorrectly used the term *equality* rather than *equity*, and we printed a notice of that when we first printed the resolution. I hope all schools that purchased that material have received corrections.

I agree with all the suggestions Ms. Strickland makes for preparing for competition and especially encourage all speech and debate contestants to work on developing techniques that help you relax. I know that's not an easy thing to do, but it's well worth a concentrated effort. Tension will affect the tone and quality of your voice, the rate of your speech, and your ability to think quickly and respond with confidence. It also makes it harder to remember to smile, and to enjoy what you're doing.

Hope all of you have a challenging, rewarding, and pleasant competitive experience.

TILF Scholars



"Competing in UIL academics provided the enrichment for my high school curriculum in research, writing, speaking, listening, singing and interpersonal communication skills that I will draw upon throughout my life. Not only have I learned the value of success, but also I have learned the value of defeat. Success taught me humility; defeat determination. Winning state C-X two years in a row and finishing third in informative speaking is the ultimate satisfaction for the endless hours of dedication. However, the fellowship with my peers has created a multifaceted bonding that could only be achieved through the spirit of competition.

Jonathan Mock
Denver City HS
Dr. Nelson G.
Patrick scholarship

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.

Applications being accepted for State Meet honor crew positions

Although you're concentrating on district competition right now, some of you need to think ahead to the State Meet in May if you are interested in serving on the State Meet Speech and Debate Honor Crew. We are now accepting applications for the 30 positions on the crew.

These students serve essential roles at the meet in introducing competitors, distributing and collecting ballots, timing presentations, and serving as runners and prep room monitors in extemp. For all their hard work, and it does take some energy and stamina, they have the chance to see excellent rounds of competition and to work with students from schools around the state. We also provide lunch tickets and a ticket to the One-Act Play.

Two students from any high school may be nominated by their speech coach with a brief letter

explaining their experience in UIL competition and their ability to serve responsibly in this position. Each crew member must commit to serving four preliminary rounds on Friday and two sessions of finals on Saturday. By the end of the second day of the tournament, we have quite a competition going between crew teams that want to work a particular final round. Each team consists of three students, who serve as chairperson, timer, and monitor.

We will confirm acceptance as we receive applications, so it's important that you apply early. If you then qualify to compete at State, we will be happy to substitute a replacement into your spot! We mail the materials to be used prior to the meet, and conduct a training session early Friday morning.

If some of you wonder why I'm not in the contest roll calls or not often visible during State Meet, it's

Lincoln-Douglas Debate

resolution for January through May, 1997

RESOLVED: That gender equity is essential to legitimate democracy.

because I'm working with the Honor Crew before and between each round. They have been a wonderful group to work with, and their enthusiasm and commitment add a great deal to the quality of the meet. Most members' evaluations indicate they enjoy the experience, and learn things that will be helpful to them in competition or in hosting their own meets. Many of them return to the State Meet as contestants the next year! — Treva Dayton

Conflict Pattern

• My district holds various contests on different days of the week. May students violate the conflict pattern if it is logistically possible for them to do so?

— Yes. However, if they advance to region in two contests that conflict, they will be forced to compete in only one contest. The school will also be responsible for notifying the runner-up and the region that the alternate will advance.

For this reason, we urge schools to adhere to the Academic Conflict Pattern, even though meets may be held at times when it is possible for students to compete in conflicting contests.

Regional Handbooks

• Superintendents and principals are urged to make certain that academic and athletic coaches receive their respective portions of the regional handbook. They are generally mailed to schools in mid-March and contain essential information.

CI&E cutoff dates

• For district and regional contests, the cutoff date for questions for the Current Issues & Events Contest is one month prior to the contest. Thus, contests being held Saturday, March 22 will not contain questions on events that occurred after Feb. 22.

For the State Meet, the cutoff date is two weeks.

Surviving Region: Advancing to the UIL State Meet is often a matter of the 3 P's: preparedness, poise and politeness

By Charlene Strickland
HARDIN-SIMMONS UNIVERSITY

Congratulations for advancing to Region! Now what? A visit to a new campus? Whether you are an experienced competitor or not, here are some helpful hints to make region (and state for that matter) a more rewarding experience.

• Practice and think about your contest(s) before the big day. Begin by choosing clothing that is professional and comfortable, and be prepared for changes in the weather! Take umbrellas and jackets and even plan for a change of shoes. On college campuses most of you will find yourself walking among several buildings. Keep in mind that your appearance is the judges' first impression of you.

• Arrive early! If you aren't familiar with the town or the campus, allow yourself plenty of time. Find your contest building when you arrive and explore. Find your contest rooms, the rest room and water fountains. It's easier to do this while you're calm and have the time, than when you begin the contest.

Find the general headquarters and discuss with

your coach where you will meet after your contest. Coaches, if you live close to the contest site and allow students to drive there independently, be sure that they arrive early. There are no provisions in the contest rules for "getting lost." Find the pay phones that you will want to use to call home with results.

• Think about what your contest day will be like. Will you have time for a meal, or are you limited to snacks? While most campuses have a cafeteria or snack bar to help with meals, plan to have bottled water and some healthy snacks with you. Sodas are not productive for speaking events! Have money and change with you.

• Former competitors offer three Ps for your success: prepared, poised, polite.

There is no substitution for thorough practice before the meet. Double and triple check before you leave home to insure that you have the materials necessary for your contest. Reread the contest rules in the *Constitution and Contest Rules* to insure that you have everything you need.

When you know that you've prepared thoroughly, you will find yourself to be more poised

during competition and perhaps less nervous. Don't worry if this is your first visit; act like a pro. Be prepared, arrive early and be polite to those around you.

Remember that your contest is not the only thing happening on this campus and many college students will not even know why you are there. Be polite to them and to your fellow competitors. Not everyone will go home with a medal, but everyone should take home a good experience and new friends.

• Be good to yourself by being quiet in contest buildings. When you're noisy and discourteous between speakers and/or rounds, you're only hurting yourself. You make a bad impression on peers, coaches, and judges.

Don't hang out in a contest area. Go to the general meeting place. If you think about being patient and polite, it's actually easier to do!

• Do what it takes to be prepared for the contest and the day. To avoid those nagging nerves, focus on the things which you can control and do something about. Above all, be confident. You are a winner because you are here.

Share your expertise: call for summer academic workshop panelists

As a new component of the expanded Academic Coordinator/Speech Coach Summer Workshop to be held on July 18-19 on the UT, Austin campus, we will be providing a panel of expert coaches and administrators to address issues pertinent to the novice academic coordinator. Although I know of many expert educators whom I could call on to fill this panel, there may be some who have great ideas they have been just waiting for an opportunity to share. Now is your chance to share your expertise.

Thus far, new coordinators have told us that they would appreciate more information on (1) starting a UIL program; (2) preparing a budget for activities

and materials; (3) proposing stipends for coaches; (4) communicating effectively with coaches and students; and (5) getting teachers and students to participate. If you have some ideas that have worked in these areas and would be willing to share these in a fifteen-minute presentation at the summer workshop, please give me a call or drop me a line through letter or email (pwisdom@mail.utexas.edu).

If you are an experienced UIL coach/coordinator and have other ideas that may not necessarily fall into one of these five categories, but you would be willing to share these, please let me know. If you could provide a short handout explaining your idea, I can

make copies available to all workshop participants. We will not have sufficient time to cover all concepts during the Friday afternoon and Saturday morning sessions, but we will attempt to cover all that is most important to our new coordinators, in addition to coverage of new legislation that is to be implemented August 1.

We hope your school district will provide support for your attendance at the summer workshop. Please feel free to include requests for coverage of other concepts pertaining to extracurricular activities coordination with your completed registration form.

— Pat Wisdom

INFORMATIVE

1. Why has the death of JonBenet Ramsey received so much public attention?
2. How is the new TV content rating system being received?
3. The development of a child's brain: what are we learning and why does it matter?
4. What challenges does president-elect Maskhadov face in governing Chechnya?
5. The nation's capital: why is Washington, D.C. a city in crisis?
6. What preparations are being made for the approaching transfer of control of Hong Kong?
7. What campaign finance activities will be the focus of upcoming congressional investigations?
8. What do supporters and opponents claim about deregulation of the utility industry?
9. What controversial issues will be argued before Supreme Court Justices this term?
10. How is Texas preparing to cope with recent federal welfare reforms?
11. Taxes in Texas: what has Governor George Bush proposed?
12. What has happened in the hostage situation in Peru?
13. Why is America Online receiving such heavy criticism?
14. Medical use of marijuana: what's behind the latest war over 'weed'?
15. What's happening in the battle for control of Afghanistan?
16. Where are the brightest job prospects for the American workforce?
17. How has the issue of human rights affected US-China relations?
18. What are the Republican priorities for the current US Congress?

PERSUASIVE

1. Can Secretary-General Kofi Annan achieve effective reform of the United Nations?
2. Did ABC News go too far in its investigation of Food Lion?
3. Will the tradition of bipartisanship in the Texas legislature prevail in the current session?
4. A crisis in affordable child care: what are the best solutions?
5. How can Texas cities avoid the sprawl and blight of fast-growing cities in the western US?
6. Should the Paula Jones civil case be heard in court while President Clinton is in office?
7. What is the prospect for democracy in Bosnia?
8. What are the prospects of independence for Chechnya?
9. Would a balanced budget amendment be good for America?
10. Can enough jobs be found to make recent welfare reform work?
11. Professional sports in America: are sports fans being priced out of the game?
12. Will the recent verdict against ABC News diminish the American public's 'right to know'?
13. Is it time for the US to pay its bills to the UN?
14. How should Texas plan for transportation needs of the future?
15. How healthy is health care in America?
16. Is it time to change US policies concerning Cuba?
17. Has Japan begun to solve its economic woes?
18. Should doctors be allowed to prescribe marijuana for medical purposes?

Academic Briefs

Regional Assistants

Please don't cancel your assistant-to-the-contest-director position if your students do not advance from district to regional competition. Your region needs you! You are one of the designated experts in this area. Regional contests in which a high school assistant has been present have been reported to run much more smoothly with considerably fewer problems than those where the assistant failed to attend.

Discuss this need with your principal. Give him/her a copy of your official selection letter and make arrangements to follow through with your original commitment if at all possible. Your regional contest director will thank you. The coaches at the meet will thank you. The contestants will thank you. And, we at UIL are ever thankful for your assistance. — Pat Wisdom

Practice materials

It has often been proposed that the UIL make available another set of contest material for invitational meets. We do not plan to add a "Set C" to the invitational meet offerings at this time. State contest directors are currently producing contests for two invitational

meets, two district meets, one regional meet and the State Meet. All things considered, it is unreasonable to ask the directors to produce another contest.

We hope that more teachers will write and market invitational contest materials. We have promoted this through *Leaguer* articles and other communications.

We have also been asked to make available invitational materials for meets in the fall. This is a request we will study. — Bobby Fawthorne

Rule changes

This spring, teams may consist of four members at the district meet only. Three members of the winning team will advance to the regional meet.

In high school ready writing and journalism contests, students may bring dictionaries and/or thesauruses into the contest room. They may be bound or electronic. This rule does not apply to junior high or elementary. In ready writing, an entry shall not be automatically disqualified for failure to have a title or to meet computer specifications.

Journalism students may still enter only three contests. The rule to drop the limitation will go into effect in the spring of 1998.



MATH CREDIT. Longview High School math teacher Hugh Bob Wylie has had at least one student advance to the UIL Academic State Meet in either number sense, calculator applications or slide rule in 23 of the last 27 years. Wylie, who has taught at Longview since 1955, was named one of this year's 10 recipients of the UIL/Denius Excellence Awards. The school held a ceremony to commend him. Flanked by more than 100 trophies won by students over the years, Wylie accepts congratulations from UIL academic director Bobby Hawthorne. Photo by Kim Tran, Longview HS.

Gatorade to Sponsor Inaugural Sportsman-ship Award

The UIL, in conjunction with Gatorade, announces the establishment of the 1997 UIL State Sportsman-ship Award. For the first time, schools will be recognized and rewarded statewide for displaying and promoting good sportsman-ship.

One school from each district will be nominated who has exemplified outstanding sportsmanship in all activities during the 1996-97 season. District nominees will be forwarded to the UIL office where a committee will review all recommendations and select one champion in each conference.

Gatorade will donate a \$1,000 check, banner and symbolic memento to each of the five champions. Awards will be presented to each school in September. Further information on the selection process will be sent to each school next month.

"The UIL and Gatorade have made a commitment to place a greater emphasis on the importance of good sportsmanship," Rachel Hendrex Seewald, director of public information, said. "We hope that schools will join us in this effort and help support this endeavor."

Questions on the sportsmanship award should be addressed to Charles Breithaupt or Seewald Hendrex at the UIL office.

Tips to make your spring meet academic contests run more smoothly

CONTINUED FROM PAGE 6

saurus, inclusive of electronic notebooks and devices that do not require electrical plugs. Be aware also that contestants in the Literary Criticism Contest may not use dictionaries or thesauri of any kind, even though a misprint has occurred in the *District Director Manual* that says they may. All district directors have received notice of this error, and we do sincerely apologize for it.

- Remember to provide a separate room for accounting contest graders/coaches to take the test at the same time as the accounting contestants.

- You may also provide a separate room for computer applications graders/coaches to take the test simultaneously with contestants. Coaches/Graders will most likely wish to furnish their own computers and printers if the district director has provided such a grading room, but the host school may also provide a computer and printer for these grading purposes, if available.
- Remember that no graphing calculators, in-

cluding the TI-81, TI-82, and TI-83, may be used in the Mathematics and Science contests.

Concerning elementary, middle and junior high competition:

- Contestants in the Maps, Graphs, & Charts Contest may use the *Hammond Comparative World Atlas* © 1993 or © 1994, or the *Hammond New Comparative World Atlas* © 1997, or any other atlas in competition. Answers to test items, however, are correlated to both the 1993 and 1997 editions of Hammond atlas. Contestants may tab their atlases, and they may use rulers and magnifying devices in order to better read the fine printed material. In light of Hammond's sudden transition to a 1997 edition making the older editions no longer available, contestants may use both an older edition and the new edition of this atlas in contest.
- Only the 1994 editions of the Houghton Mifflin *American Heritage Children's Dictionary* for grades 5 and 6 and the *American Heritage Student's Dictionary* for grades 7 and 8 should be used in the

Dictionary Skills Contest. Some test items may be found only in these dictionaries.

- Elementary and junior high ready writing contestants may not use a dictionary and thesaurus in contest. This option was opened to high school competition only as a result of the computer use option.

- If you are a campus UIL academic coordinator or a teacher/coach of UIL contestants and have not yet received a copy of the February issue of *EJH* (the elementary, middle, and junior high UIL newsletter), please advise your principal. If your campus principal is not receiving the newsletter, we may not have a current campus participation card on file in our office. To update our files in order that you may receive informative publications from the UIL office, please request that your principal give me a call at (512) 471-5883.

To all district participants:

- Good luck.
- Have fun!

PUBLIC
reprimands

SOCCER

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

BASKETBALL

James White, Houston Cullen
MS
Phillip Moore, Mineola
Raul Mendoza, Valley View JH
Jefferson Teague, Tolar
Steve Myatt, Gruver
Stuart Beckwith, San Saba
Randy Dotson, Pasadena
Ron Kotara, Cayuga
Joann Stephens, Diboll
Mike Newman, Bloomington
Able Moya, Los Fresnos
Lisa Berckenhoff, Shulenburg
Trevia Cyrus, Houston Welch
MS
Willie Brown, Bastrop
Mike Adams, Groesbeck
Kirk Holowell, Bangs
Bill Jardell, Nederland
Pat Munoz, Hawley
Mike Whalen, Harlingen
Coakley MS
Dave Oldham, Karnes City JH
Calvin Grigsby, Garland
Gary Grahn, Lazbuddie
Shelia Davis, Dallas Adams
Anthony Fields, Houston
Madison
Stacy Holland, Pine Tree
Dan Wilson, Kilgore JH
Tim Bozarth, San Angelo Edison
Phillip O'Neal, Weatherford
Allison Lozano, Springwoods
Tommy Livingston, Aransas Pass
Blunt MS
Steven Sikes, Cayuga JH
Keith Driskell, Lovelady
Brenda Bernal, South San
Antonio West
Aida Paredes, Brownsville
Lopez
Robert Rubel, Henrietta
John Purifoy, Jefferson JH
Kyna Massey, Sulphur Springs
Daniel Hinojosa, Amarillo
Bowie MS
Tommy Thompson, Abilene
Cooper
Richard Hoogendoorn,
Fayetteville

The inherent values of winning and losing

By Bobby Hawthorne
DIRECTOR OF ACADEMICS

I returned from a trip to Alabama recently to find a memo on my desk, asking me to call a parent who, I was warned, "was quite upset" because his son had been denied a place on an academic team that he rightfully won at an intradistrict contest. So I called the guy.

To say that he was "quite upset" is a massive understatement. By the same standard, Saddam Hussein was merely rude to Kuwait. This guy was as mad as hell and wasn't going to take it any more. I didn't have any of what he wasn't taking anyway, but that didn't stop him from venting for 15 or 20 minutes while I listened sympathetically and telepathically sent him a lot of empathetic nods. I don't blame the guy for being ticked off. He had a legitimate complaint.

But he wanted me to fix his problem. I tried to explain that I really didn't have the authority to tell the local contest director who to put on and who to take off her team, any more than the League's athletic director could tell a basketball coach who to play at point guard and who to sit on the bench.

The analogy went right over his head.

"Then what good are you?" he asked.

I didn't have an answer to that. But I told him I didn't think it fair for him to blame me or the UIL in what was clearly a local matter. I've made smarter moves.

"You don't want to know what I think about you or the UIL," he snapped.

By this time, I had a pretty good idea what he thought about us both, but my empathy had begun to turn to anger. "Look buddy, you got a raw deal. Your kid did too. These things happen. Don't let it ruin your life," I wanted to tell him, but thought better of it. The guy's probably on a first name basis with a state senator, and I don't want another run-in with someone who has the power to vote the UIL out of existence.

Finally, the fellow decided he'd abused me long enough and asked for someone higher up the food chain to chew on. I gave him my boss' name and fax number. He also mentioned hiring a lawyer. Whether he contacted either, I don't know.

Such encounters are not as rare as you'd think. More and more parents, academic coaches and at times administrators want the UIL state directors to correct errors made at the local level. Occasionally, we can help. If they contact us early enough, we can refer them to the appropriate manuals or handbooks that outline specific procedures or policies to follow. If eligibility contest rules are violated, we can suggest the appropriate steps to resolve the matter.

Too often, though, the root of the problem goes deeper than this. Given that few eligibility rules exist for academic competitors, it's more likely that errors made will be logistical and philosophical rather than technical. In those cases, we are surprisingly impotent.

For example, if the principal who is in charge of the district elementary academic meet determines that it's in the best interest of students to start every contest at his district meet at the same time and to have every contest judged by friends and family of his school's faculty and staff, there's not a lot we can do

Do academic competitions stress
victory above all other values?

Last August, Education Week ran an in-depth article by Karen Diegmüller on academic competition, titled "The Attack of the (Killer?) Bees." The article examined the proliferation and commercialization of academic contests.

"The question becomes whether or not the contest is promoted in the interest of children," a professor of education at the University of Wisconsin at Milwaukee stated.

But rather than explore that issue, the professor and others went on to criticize academic competitions per se.

• They debase the pursuit of knowledge by

turning it into a mere quest for victory.

• They send a message that "other people are potential obstacles to your success."

• People tend to learn more effectively when they are able to do so with, rather than against, others.

Alfie Kohn, a former teacher and the author of *No Contest: The Case Against Competition*, said, "Academic competitions are a seductive way to manipulate students into pursuing some subject matter, but they turn learning into a quest for triumph."

What do you think about this? Send us your comments and we'll publish them in next month's Leaguer. Fax them to Bobby Hawthorne, UIL, 512/471-5908 or e-mail them to bhawthorne@mail.utexas.edu

about it other than to advise them that they're about to ignite a blood bath. Still, it's a question for the powers-that-be in that district to resolve, if they agree with us that starting every contest simultaneously is a problem.

They may not. They may adhere to the philosophy that the purpose of UIL activities is to make students feel better about themselves, regardless of how well they prepared and performed. I don't agree with this philosophy any more than I do the idea that academic competition exists solely for the sake of winning.

The father above wasn't incensed because his son had competed and lost. He was upset because the boy wasn't given the chance they both thought he had earned to compete. He had prepared. He was ready to perform. And he was denied. The last thing he needed now was a gratuitous pat on the back, a superficial confirmation that even though he wasn't allowed to compete, he was still a special little guy.

The late Albert Shanker, president of the American Federation of Teachers, wrote about this recently. "For years, promoters of the self-esteem movement have been asserting that low self-esteem is responsible for many of our students' social and academic problems. Their prescription? Give students big doses of praise and assure them that they are 'special' and doing very well, even if their performance is mediocre or poor."

Shanker called this the "smiley-faced approach" to education.

"Making mistakes and seeing them for yourself — or having them pointed out so you can correct them — are natural and human components of learning," Shanker wrote in one of his final columns, "Where We Stand," published every Sunday in *The New York Times*. "But when self-esteem is an end in itself and generous praise is considered the way to get kids there, how likely are teachers to point out mistakes or students to learn from them?"

"Another problem is that the self-esteem movement separates self-esteem from achievement. If you tell students that they are terrific no matter what they do, either they won't believe you or they will see no reason for doing the hard work necessary to learn. But if you help them to achieve in real ways, you will be giving them a solid basis for self-esteem."

The purpose of UIL competition is to not to

make sure that students feel successful. The purpose is to allow students an opportunity to succeed. This opportunity is not rooted solely in winning. Success comes from striving to achieve a goal. Our motto is, "In a well-planned contest, there are no losers."

This does not presuppose that some students will not lose. They will, and it is naive and disingenuous to suggest otherwise. But not winning can have as positive, even a greater impact, on students as winning. Professional athletes have disabused me of the idea that winning possesses an inherent and concomitant value. It doesn't. Nor does losing possess inherent negative values.

I received a note from a friend who stated, "I talked with my principal about starting a district UIL competition in journalism. He told me that it is the district's policy for middle school students not to participate in UIL competitions because of the way they are judged, i.e. first, second, third, etc. The district wants to make sure that the students feel 'successful.' She told me that she had no problems with a method that was set up on a point system so that the students could earn points which translated into a rating."

In other words, everyone wins, which means that no one loses, which means that no one wins. That doesn't make the students who finish first "winners" any more than it makes the students who finish last "losers." The success is in the process, the effort — not the result.

I hope this lesson wasn't lost on the father whom I described earlier. At one point, he asked me, "What do I tell my kid. He came home crying his eyes out. What do I tell him?"

I wanted to say, "You can make this as difficult or as easy on him as you like. If it suits you to make him miserable, then do so. Just remember, he is going to frame this experience to a large degree on how you react. If you attempt to draw something positive from this bad experience, then he will too. But if you choose to rant and rave, curse the school, the UIL and me, to tell the kid that he was cheated this time and needn't bother trying again because he'll just be cheated again, then trust me, that's what he'll learn. You can destroy his confidence in himself and others if that suits you."

I didn't. By then, the conversation had gone on much too long. I wish I had.

Waterworld

The Woodlands High School and Austin Westlake High School won the boys and girls state swimming and diving championships respectively, Feb. 21-22 at the Texas Swim Center in Austin. The Woodlands nipped Cypress Creek, 185.5-181 on the strength of its championship 200-yard medley and 200-yard freestyle relays. Meanwhile, Westlake rolled past the girls of second place The Woodlands, 143-117, by winning the 200-yard freestyle relay and the 400-yard freestyle relay. Photo by Andrew Christensen, UT Photo Dept.



PUBLIC reprimands

FOOTBALL

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

SOFTBALL

Brian Sedlacek, Klein Forest

VOLLEYBALL

James Morton, Sulphur Bluff
Laurie Bruscatto, Dallas Adams

BASEBALL

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

Improving sportsmanship remains a top priority

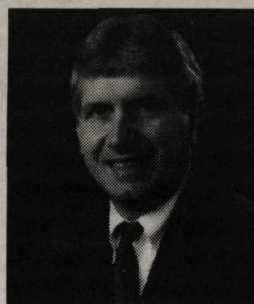
A high school basketball player in Philadelphia punches out an official. In New Mexico a high school football player (with help from his dentist who happened to be his father) sharpened buckles on his helmet, cutting several opponents. Not to be outdone, another New Mexico prepster blindsided an official after having been ejected from a game.

These incidents are only a few of the acts of unsportsmanlike conduct, not to mention criminal activity, that appear to be a trend across this country. Skeptics might say these actions are only a reflection of our society. Children exhibiting behavior they see exhibited by adults. In either case, educators should be alarmed at the growing number of incidents being reported to the governing bodies of high school athletics.

Texas has not been immune to these acts of violence. Recently the State Executive Committee suspended a student for the remainder of his career for bumping an official. It was his third reportable incident. In a high school basketball game in San Antonio, a star player cursed his own coach, made an obscene gesture, ripped off his jersey and headed home. This occurred in the heat of a tightly contested bi-district match.

It would be easy to claim these incidents are few and far between. That with the enormous number of contests played in our state, we have only a minute percentage of problems. It is equally convenient to blame the social ills of America, television, the NBA, the NFL, the phase of the moon, ad nauseam. But, these alibis are only feeble attempts to remove from our consciences the responsibility we all share in turning back any negative trend in sportsmanship.

Perhaps sportsmanship is not the best word. The National Federation Committee on Sportsmanship,



Charles BRETHAUPT

Ethics and Integrity captures sportsmanship under the broader umbrella of citizenship. This fits nicely under the objectives set forth by the UIL. Our mission is to enhance students' educational experience and prepare them for citizenship by providing interschool competition.

Developing responsible behavior by athletes, coaches, fans, cheerleaders and others connected with athletics as a result of clearly-stated goals placed into practice should be the overall goal for schools. The development of these specific goals should take into account the following questions.

- Are sportsmanship behavior and unsportsmanlike behavior clearly stated?
- Are the philosophy and goals of the athletic program adopted by the board of education?
- Is sportsmanship emphasized as part of the educational experience.
- Is sportsmanship emphasized in the coaching manual?
- Do district administrators support and emphasize common sportsmanship goals?
- Do district meetings emphasize the importance of educationally-sound athletic experiences.
- Are desirable behaviors articulated and reinforced?
- Are potential vehicles such as game programs, tickets, handouts, pre-season meetings, assemblies, contests, utilized?

- Are positive behaviors acknowledged and/or rewarded?

Responsible behavior where student athletes play hard, play safe and accept the results of interscholastic competition should be the primary goal of educators. Keeping athletics in perspective in an important part of the formula. Good sportsmanship is the attitude and behavior that exemplifies positive support for the athletics programs of UIL member schools as well as for the individuals who participate in the programs. People involved in all facets of the interscholastic programs are expected to demonstrate respect for others and display good sportsmanship.

Improving sportsmanship remains one of our highest priorities. Through the next few months, the UIL will promote an initiative to reward schools who exemplify and exhibit good sportsmanship. Following this program will be conferences and summits highlighting important issues as the role of booster clubs, leadership training and the importance of the role of team captains. Through these programs we hope to provide schools with avenues to promote citizenship through good sportsmanship.

In today's society, winning has come to mean everything. However, if winning comes at the expense of good sportsmanship, nothing is gained. Good sportsmanship is the result of a disciplined effort to respect yourself, your opponents and game officials. Being number one in sportsmanship is educationally more important than being number one on the playing field.

An educational environment is critical to the success of high school athletics. An important part of that environment is planning for good sportsmanship. Without good sportsmanship, the lessons learned lose their values.

Soccer Rule Error

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

The words in brackets () must be added to page 33 and page 44.

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

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.

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.

Music Memory

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

Richardson West HS

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

Mathis HS

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

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 Chekhov.

Art Contest

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

Spelling

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

Spelling and Vocabulary

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

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).

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 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, reenforce
Grades 7/8: frenetic, phrenetic
mannequin, manikin, mannikin

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

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

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

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 high school 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.

Bastrop HS

The State Executive Committee issued a public reprimand to Mr. Willie Brown, Bastrop High School, suspended him for the remainder of the 1996-97 basketball season, and put him on probation through January 21, 1999, for verbal and physical abuse of a game official.

Weslaco HS

The State Executive Committee issued a public reprimand to Weslaco High School and put the school on probation through January 21, 1998, finding that a fan of Weslaco had abused a game official during and after a basketball game.

Brownfield HS

The State Executive Committee issued a public reprimand to Brownfield High School and put the school on probation through January 21, 1998, finding that a fan of Brownfield had touched an official during a basketball game.

Floresville HS

The State Executive Committee issued a public reprimand to Floresville High School, finding that a fan had verbally abused a game official.

Sealy HS

The State Executive Committee issued a public reprimand to Sealy High School and to George West High School and put the schools on probation through January 21, 1998, for violation of the athletic code.

Ennis ISD

The State Executive Committee issued a public reprimand to Ennis ISD and placed the school district on probation through January 21, 1998, finding that a student participant abused a game official during a basketball game. The committee also put the student on probation through January 21, 2000.

Sinton HS

The State Executive Committee suspended Sinton High school basketball coach Ms. Lucille Trosclair from coaching all UIL activities through the remainder of the 1996-97 school year, issued a public reprimand to her, and placed her on probation through January 21, 1999, for knowingly allowing an ineligible player to participate.

Garland HS

The State Executive Committee issued a public reprimand to Garland High School and put the school on probation in basketball through January 21, 1999, finding that a student participant, after being ejected from a basketball game for unsportsmanlike behavior, swung at a game official.

FT. WORTH EASTERN-HILLS HS

The State Executive Committee suspended Fort Worth Eastern Hills High School choral director Ms. Marietta Miller from sponsoring any UIL activity through January 21, 2000, for knowingly allowing ineligible students to participate in UIL competition.

Dallas Lincoln HS

The State Executive Committee issued a public reprimand to Dallas Lincoln High School and Houston Wheatley High School and put both schools on probation through January 21, 1998, for violation of the athletic code when a fight erupted between both teams at a basketball game. The committee also required both schools to forfeit the contest. They also issued a public reprimand to Dallas Lincoln coach Mr. Robert Allen and Houston Wheatley Coach Mr. Jackie Carr.

Official Interpretation

The State Executive Committee issued the following Official Interpretation regarding schools on a trimester plan: Students who complete their graduation requirements at the end of the second trimester on February 9, 1997, may compete in any UIL post district competition they have qualified for. Students would not be eligible for UIL competition if district qualifying meets were not completed prior to February 19.

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	