

Dr. JOHN COGDELL

Cogdell stepping down as calculator contest director

Dr. John Cogdell, who guided the transition from the days of the slide rule to today's calculator applications contest, announced recently that he is stepping down as co-director, effective May 4 - the day after the 1997 State Academic Meet. Dr. David Bourell will continue as director.

"I have no dissatisfactions whatever with the League or the state of the Calculator Applications contest," he stated. "Rather, my departmental responsibilities have grown considerably during recent years, and, at 61, I have some professional goals I want to accomplish before the sun sets on my career."

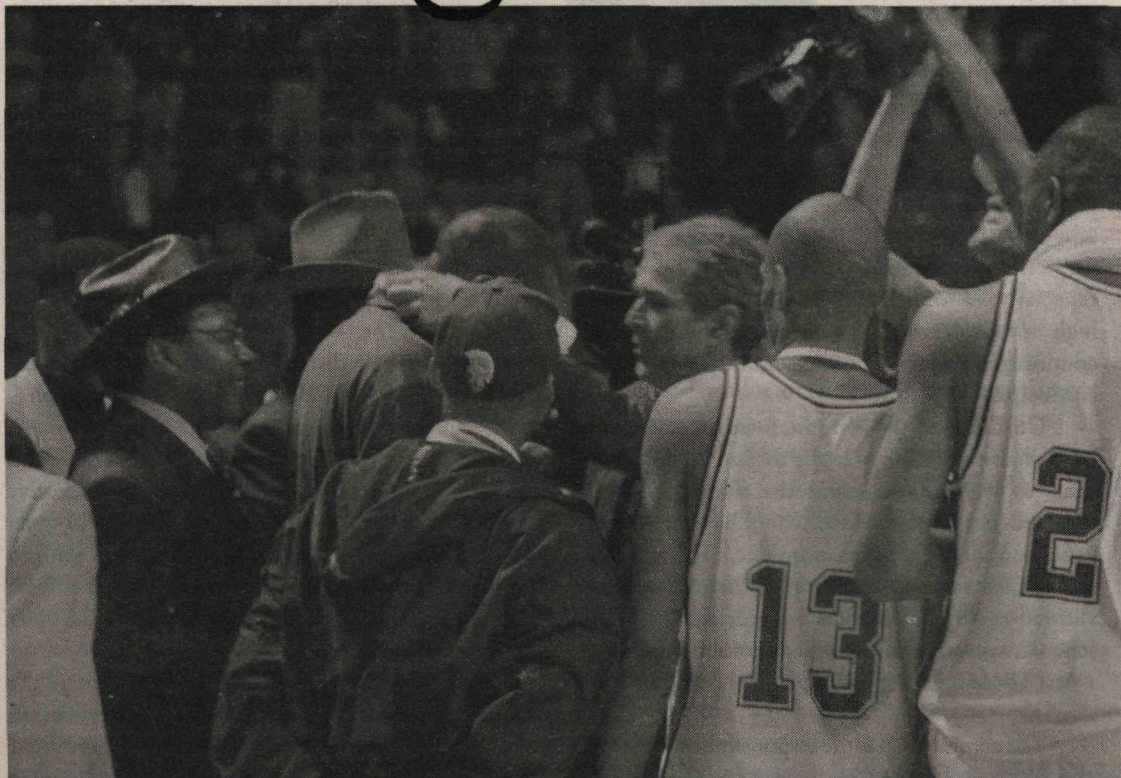
Cogdell is undergraduate advisor and associate chairman of the UT Department of Electrical and Computer Engineering.

"My involvement started with a memo from my Associate Dean, Parker Lamb, who asked me to consider developing a calculator contest for the UIL, early in the fall of 1977," Cogdell said. "My first actual involvement was a trip to Wichita Falls that fall for a student activities conference."

Codger's mother drove over from nearby Electra mother to pick him up. "I went home, and my mother's tomatoes were all ripe," he said. "I ate so many of them that I broke out in a tomato rash that just about drove me crazy. So I'll never forget the trip because of the tomatoes."

Over the next few months, he developed a proposal that he would present to the slide rule

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THANKS, GUV'NOR

A member of the Dallas Madison boys' basketball team accepts his championship medal from Gov. George W. Bush. Madison defeated Tulia, 64-58, for the 3A title. Other state boys' champions included Dallas Kimball (5A), San Antonio Fox Tech (4A), Italy (2A) and Wortham (A).

Growing pains Pros and cons of expanding League membership to include private schools, home schooled students weighed



The Planning Committee of the State Board of Education requested at its April meeting that the UIL look into the feasibility of opening UIL competitions to students who either attend a private or parochial school or are home-schooled. This request came after a group of private school advocates made a presentation to the SBOE to change UIL rules so that private schools could compete.

Board members have asked the UIL to write a full report on the issue, which will include a survey of public, private and parochial school administrators. In addition, home school organizations will be asked to give their opinions.

In a survey of public school superintendents conducted by the UIL last fall, 893 opposed allowing home school students to participate with public school students in UIL events. Only 21 superintendents supported the idea and four expressed no opinion.

According to UIL Policy Director Bonnie Northcutt, many school superintendents have voiced strong concern about placing public school students at a disadvantage. Most superintendents agree that private schools would have an advantage because they draw students from across the country, while public schools must select teams from the natural talent pool of students living in the school attendance area.

"There is a major difference in home-school students and accredited private schools," UIL Director Dr. Bill Farney said. "Most home schoolers have no way of ascertaining whether essential elements

have been mastered. There is no standard curriculum, whereas private schools are accredited and generally have rigorous academic standards.

"The issue has resulted in a number of bills being introduced in the Legislature," he added. "At this time, we have no idea which way the Legislature will vote or whether there is enough support for passage of bills affecting UIL membership. What we do know is that a growing number of citizens are choosing non-public education options. Vouchers have even received interest this session."

Parents remove their children from public schools for a variety of reasons: concern for safety, desire to control curriculum, and religious/moral concerns, among others.

"Having done so, they still want the benefit of public school activity programs," Farney said. "In turn, those parents whose children remain in public schools fear that the rigors of mass (public) education put their children at a disadvantage when competing against individuals and teams outside the framework of public secondary schools."

Similar concerns have been expressed nationwide. Even states that have private schools in their associations claim they are having problems. As a result, some states — Tennessee being the latest example — are seriously considering dividing their championships into two divisions.

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In Brief

Parents remove children from public schools for a variety of reasons. They argue that because all parents pay school taxes, their children have the right to participate in UIL activities.

Public school officials counter:

- It is unfair to hold students in their schools to strict school grading policies while parents say their home schooled child passed.

- A home schooled student can have twice as much time to practice for competition.

- School employees who sponsor or coach UIL activities are already under strain with regard to time. It would take even more time to evaluate the capability of students schooled at home.

- A school district would lose money if home schoolers were allowed to participate in UIL activities.

Under the microscope: District executive committees must go out of their way to insure that they abide by the rules and cover all bases

One of the strengths of UIL is the structure of its district executive committees. These local entities authorized by Section 28 of the *Constitution and Contest Rules*, are composed of superintendents from each of the schools participating in a district. Superintendents, especially in multiple-high school districts, sometimes appoint another administrator to serve on the committee — usually a principal.



Bill FARNEY

The duties of the committee include designating a chair to preside over the meetings and a vice-chair to serve in the event the chair's school is involved in a dispute. Each school has one vote on issues coming before the committee. The committee has the right to determine which schools are allowed to vote. Obviously, a representative of a school involved in an eligibility question should not vote. Those bringing a complaint should not vote.

The committee has the responsibility to enforce the rules found in the *Constitution and Contest Rules* and investigate eligibility of students in all member schools. Each school is required to submit all requested information that has bearing on a student's eligibility. Penalties which can be assessed are listed in Section 29 of the *C&CR*.

District executive committee meetings should be conducted according to specified methods listed in the *C&CR* as well as memos and bulletins from the

League office. Problems occur when all parties are not permitted to present their evidence. Law suits and appeals to the State Executive Committee have revealed the following errors and omissions by the DEC. The examples will not be specific to any school because the intent of this writing is to better inform administrators on protocol for meetings.

- A district committee permitted a tie vote on an eligibility question to be broken by an extra vote. This procedure had been used before, but legal counsel for the school questioned the procedure of having the chair vote to break a tie after the chair's school had already cast a vote.

- A baseball district committee set aside the National Federation Baseball rules in ruling on a game called by darkness.

- A committee went into executive session and voted on an eligibility question while in executive session. The vote should have taken place in open session. Generally, it is not a good idea to go into executive session unless the issues involve private matters, and fit the parameters specified by the open meetings procedures.

- Members of a committee voted to reverse the decision of a football game official. This is a violation of UIL rules because there is no protest permitted based on the decision of a contest official.

- Several committees have approved "Previous Athletic Participation Forms" for students whose parents failed to move into the district attendance zone. Many districts are having difficulty with this rule because the chair is charged with approval of PAPP's without the benefits of a meeting. A meeting could have determined in all cases that parents had not moved or a dual residence existed.

- District executive committees too often leave the entire organization of an activity — i.e. track & field, tennis, golf — to members of coaching staffs. Unless there is administrative oversight, details of meet management are often omitted.

I recently attended a district track meet which did not have accu-track or video replay equipment at the finish. In at least three different races, runners could have missed out on a trip to regionals because there was no way to verify order of finish.

- District executive committees fail to leave dates at the end of basketball season to break ties. Some schools had to flip a coin to determine playoff representatives.

- Districts did not require schools to make up "bad-weather" games within the seven-day period. Chaos resulted at the end of the season. A quickly arranged district tournament saved embarrassment.

There are many other examples too numerous to list here. None of the situations listed or any unmentioned should detract from the outstanding job most administrators do in their duties on committees. League staff has consistently recommended that school officials pay closer attention to following the *C&CR*, that they not set aside rules but to enforce all of them, and that they conduct meetings that permit fairness to all parties.

The League cannot operate without local committees. It is impossible to administer local activities across this huge state from a single Austin office. Our staff encourages your questions and inquiries at any time. We are here to help. Please know you are appreciated. You are under a microscope to conduct professional district meetings, but working together, we can best serve the young people of Texas.



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UIL to conduct comprehensive study of private school issue

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With regard to home schooled students, superintendents believe it is unfair to hold students in their schools to strict school grading policies while parents say their home schooled child passed. A public school student's day averages about seven hours while, according to the testimony of parents who home school, a student may cut that time by 50 percent or more with individual instruction—allowing a home schooled student twice as much time to practice for competition.

Superintendents are also concerned that school

employees who sponsor or coach UIL activities are already under strain with regard to time. For instance, coaches select their participants from observation in the classroom, especially in the 41 academic and fine art events. It would take even more time to evaluate the capability of students schooled at home.

The strongest argument from home school parents is that because all parents pay school taxes, their children have the right to participate in UIL activities — whether they attend that school or not. However, this argument does not take into account that a school district would lose money if home schoolers were allowed to participate in UIL activities. School dis-

tricts are funded by the state based on attendance of full-time students. Consequently, school districts would not be reimbursed for students who participate only in extracurricular activities since one period a day would not qualify for state funding.

Farney assured the State Board that the League staff would conduct an in-depth survey of private schools and fully study the issue prior to the Legislative Council Policy Committee meeting in June. He said the UIL would report the information gleaned from the survey, the study and the action of the Policy Committee to members of the Planning Committee and the State Board.

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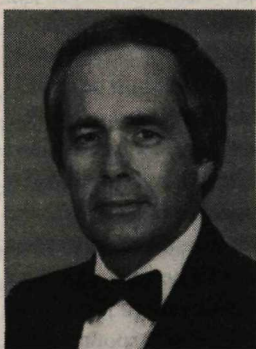
The 'enlightened' conductor

In February I traveled to the University of Georgia to attend the biannual National Conference of the College Band Directors National Association. One of the opening sessions was entitled "The Enlightened Conductor" and featured presentations by H. Robert Reynolds of the University of Michigan, Craig Kirchhoff of the University of Minnesota, and Frank Battisti of the New England Conservatory. As one might guess all three of these gentlemen's comments were thought provoking and inspirational. Frank Battisti, in particular, submitted a challenge that is timely for each one of us who teaches and conducts young people. His comments follow:

The enlightened conductor/teacher is the person who surrounds himself with the very best. The very best in creative people (alive and dead) — all kinds of musicians

(composers, performers, conductors, historians, writers, critics, etc.), authors, poets, painters, sculptors, dancers, historians, philosophers, photographers, etc. (As many great creative people as possible!) The enlightened conductor/teacher consumes great music, great literature, great painting, great art! In this environment he/she develops insights into creativity and an elevated set of expectations regarding what quality is.

The enlightened conductor brings these insights, values, expectations to the work he/she is involved in, be it at the elementary, middle school, high school, college, university or community level. Enlightenment does not exist in a "tiered" structure—it does not apply to just some conductor/teachers but to all



Richard FLOYD

conductor/teachers working at every level. It is important that all conductor/teachers possess the skills and know-how needed to organize, administer and operate a program at whatever level of teaching. However, this does not guarantee that the teacher will be able to create music that is interesting and/or exciting and/or expressive with his/her ensemble. In order to possibly achieve this goal, the conductor/teacher must possess insights into creativity, expressiveness and music, human and spiritual values.

Let me try to give you an example of what I mean. I believe that in order for an elementary or middle school music conductor/teacher to be able to select music of the best quality and then present it to his/her students in a musically meaningful manner he/she must know Mozart, Stravinsky, Beethoven, Bach, Bartok, Ives, Hindemith, Leonardo DaVinci, Michelangelo, Plato, Sartre, Emerson, Thoreau, St. Augustine, Shakespeare, Mark Twain, Charles Dickens (I can't name them all) and as many of their works as possible. The values that we have as individuals are determined by our contacts with people and objects. All conductors/teachers (those working at the elementary through the higher levels of the educational structure) need to have the highest possible creative skills and musical values. Therefore, the enlightened conductor/teacher must have continual contact with the best creative people and their creations!

The most important objective for the conductor is conveying the essence of the music. Leonard Bernstein in his book, *The Joy of Music* 1959, writes, "...the conductor must not only make his orchestra play; he must make them want to play. He must exalt them, lift them, start their adrenaline pouring, either through cajoling or demanding or raging. But however he does it, he must make the orchestra love the music as he loves it. It is not so much imposing his will on them like a dictator: it is more like projecting

his feelings around him so that they reach the last man in the second violin section. And when this happens—when 100 men share his feelings, exactly, simultaneously, responding as one to each rise and fall of the music, to teach point of arrival and departure, to each little inner pulse—then there is a human identity of feeling that has no equal elsewhere."

A performance is the realization of the conductor's image of the work as fertilized through his/her work with an ensemble. In pursuing his/her vision it is important that the conductor allow for the significant contribution that can be made through the creativity of individual players in the ensemble. The creativity of all involved (not just the conductor but both the conductor and performers) is important and insures that each performance will be unique. If the conductor starts rehearsing with a secure clear basic vision of the music, the contributions made by the individual players will not erode his/her vision but magnify it.

A perfect or flawless performance doesn't necessarily make it a good performance. (What does this say about the evaluation tool used in band, orchestra and choir contests?) Even though a conductor might strive to create a performance that corresponds with the composer's expressive intentions, it must be personal. In order to achieve this sensitive balance between the personal and a respectful adherence to the composer's intention requires imagination, creativity, humility, dedication, discipline and knowledge.

When the conductors come to the first rehearsal they should (1) know the score, (2) have decided what the piece expresses, and (3) have the training (skills) needed to realize this image.

Herbert Blomstedt has said, "Music is revelation! The nature of the music is revelation. It must

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Marching band contest show reduced from 10 to 8 minutes

State Board of Education approves proposed UIL music rule changes

Proposed rule changes to the UIL Constitution and Contest Rules were approved by the State Board of Education at its April meeting. These rule changes will be in effect for the 1997-98 school term. Among the new rules approved were the following modifications to the UIL Marching Contest plan. Directors are urged to make their plans for the coming marching season with these revisions in mind.

• MAXIMUM LENGTH OF UIL MARCHING BAND CONTEST SHOW REDUCED FROM 10 MINUTES TO EIGHT MINUTES.

Recommendations from the Marching Band Study Committee combined with other input from throughout the state has resulted in a rule change reducing the maximum length of a band's UIL Marching Band Contest show from 10 minutes to eight minutes. Thus, this next fall each competing band will be expected to occupy the football field for not less than five minutes but must complete its perfor-

mance in eight minutes. Failure to do so will result in a penalty of one rating at the region contest and disqualification at the area and state contests.

• A MARCHING BAND WILL BE ALLOWED TWO MINUTES TO CLEAR THE FIELD AT THE CONCLUSION OF ITS PERFORMANCE.

This provision is actually an extension of the new eight minute maximum length of show rule change. Under the new rules a band must finish its show in eight minutes but it does not have to be clear of the field at that time. At the conclusion of its performance, each band will have two minutes to exit the field and clear the marching surface of all equipment, instruments and props. The use of either instrumental or verbal cadence is optional. A band that fails to be clear of the field or continues to use instrumental or verbal cadence at the end of the two minutes will be disqualified.

It is important to note that this exit will not be judged. It is envisioned that this new format will allow time for bands to enjoy applause and exit the field without the panic that often times occurred in the past when a band did an exceptionally long show and then only had 15 or 20 seconds to clear the field.

• "EIGHT HOUR RULE" EXTENDED TO INCLUDE WEEKENDS FOR MARCHING BAND REHEARSALS.

Beginning in the fall of 1997, a marching band and its auxiliary components will be limited to a maximum of eight hours of rehearsal per calendar week during the school year. In the past, the "eight hour rule" applied only to the school week and marching bands could practice as much as they wished on the week-end. Now marching bands will be expected to practice no more than eight hours outside of the school day during the entire calendar week. In other words a band will be able to practice two hours each day after school Monday through Thursday for a total of eight hours and then practice no more until the beginning of the next calendar week.

Another band could choose to practice after school for two hours on Monday and Wednesday and then practice on Saturday for an additional four hours while another band practiced none during the week before or after school and then rehearsed for

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Strike up the band!

The John Philip Sousa Foundation recently notified UIL music director Richard Floyd that the J. J. Pearce High School Band at the time it was under his direction has been placed on the roster of the Sousa Foundation's "Roll of Honor of Historic High School Concert Bands."

Floyd directed the Pearce bands from 1967-72.

Sixty-three bands were named to the roster.

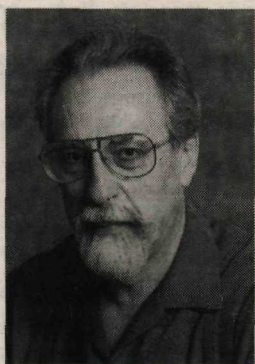
The recognition of the Pearce band's excellence is for the period of Floyd's tenure as director.

"The Roll of Honor selection committee spent six years carefully identifying, documenting and evaluating high school concert bands that were performing during the time period from 1960 to 1980.

The purpose of the project was to establish an historical list of high school concert bands that were of a particularly outstanding musical quality during this time frame and which were of a very important historic influence on the band movement at the national level," stated Dr. Victor Zajec, project chair, and Dr. Al Wright, chairman and chief executive officer of the John Philip Sousa Foundation.

Trying to focus on the multitude of positives

It is Thursday of OAP regional week. Continuous meetings and phone calls have provided me with the opportunity for three days of procrastination and perhaps a little denial. I shouldn't pay so much attention to a dozen reports of potential OAP Ethics violations involving students, directors, and in rare cases, critic judges. I tend to react too much to a few incidents, rather than focus on the multitude of positives. We have had a great year even though I can't ignore the problems that must be solved.



Lynn MURRAY

When 1,116, or 95 percent, of a total of 1,176 public high schools in Texas choose to participate in the largest play contest or festival in the world, only a free imagination can begin to understand the massive commitment of the people involved in such a program. My 40 years of experience beyond that of a high school and college student has not brought me to a full understanding of the numbers of people willing to meet the time demands necessary to make this experience positive for so many. The 17,000 directors and students identified on OAP zone/district programs reflect a portion of the involvement. Add the local students, faculty and administrators from the zone level to those involved in each succeeding level right up to all State Meet personnel, and the number will at least triple. The audience of bus drivers, families and friends, and theatre supporters are necessary to make the experience complete.

If you put these all together, you will begin to understand the magnitude of the number necessary to make the UIL One-Act Play Contest a positive educational force.

SET RULE PROBLEMS

Now it is time to trap some of this energy to critically understand the OAP problems, which must be identified, evaluated and solved. Directors and contest managers must take seriously the "set rule" problems that I attempted to identify last month, and provide written recommendations. If Rachel Mattox has not received your comments prior to the June 6-7 UIL Advisory Committee meeting, a small group of contest managers, judges and directors must begin to seek a solution without your contributions. To date, I have received few verbal suggestions and fewer written comments. I can only encourage you to respond.

My basic optimism will not allow me to believe that a solution can be implemented prior to next year. Even if the perfect solution were available today, it would take two years from proposal to implementation. The following list is intended to suggest what will or will not be approved, or rule violations this year that should not have happened. At least you will know — even if you disagree — what to expect next year.

• Alternates shall not be in the dressing room or backstage areas during any part of the official rehearsal or contest preparation. Just because some

Thousands combine their skills and energy to make the one-act play contests a positive educational force

directors say "everybody does it" will not prevent disqualification for this infraction. A time limit for disqualification does not exist when an ineligible student is used. State Meet rankings have been changed and individual awards returned because of participating ineligible students. Alternates are alternates, not participants, unless "official" company changes are made in writing. Don't risk it!

• A mobile home, trailer, or other similar device used at the contest site during the official rehearsal and preparation for performance must be approved by the contest manager and may house only those listed on the official Eligibility Notice, excluding alternates.

• Sunday shall not be used for an official zone/district OAP rehearsal period at the contest site. Sunday rehearsals are otherwise a local decision.

• Light checks during the 10-minute set period shall start the 40-minute running time.

• Audible sound checks shall start the 40-minute running time.

• Adding characters to an approved play requires League approval. Splitting a character into two parts is adding a character. Putting a crew member in costume for scene shifts constitutes adding a character.

• Offstage characters or "voices" are not judgeable characters and cannot be listed on the Eligibility Notice or in the program. Voices may be recorded or produced live by a crew member or a character who is offstage. I suggest that such dialogue be memorized or recorded. This issue has never been tested.

• Scripts may be backstage/offstage or in the light/sound booth to be used by crew members in the performance of their duties. OAP rules do not prevent actors from having a script when they are offstage so long as it is not used to deliver dialogue.

• Sound support may be used for incidental sound or music effects only. This includes offstage voices. The "Interviewer" in *The Shadow Box* may not use sound support unless this voice is offstage, in the booth, or outside audience view. I repeat, such voices are not judgeable characters and must be used as per the above, even if listed in the acting edition cast listing as "Voice" or some other term meaning the same thing.

• The official timekeepers shall NOT provide time cues for participating companies.

• The contest manager, site crew, stage manager, etc. cannot give the cue to stop a production from exceeding 40 minutes. Pre-arrangements or any other agreements made collectively by directors or with contest managers shall not supersede or rescind UIL rules. Such arrangements may render the district's advancing school ineligible or incur other penalties determined by the State Executive Committee. Districts may determine local OAP contest rules by unanimous consent of the Executive Committee so long as they do not impinge on UIL rules or administrative policies, provided in the latest edition of the *Handbook for One-Act Play*.

• Directors must obtain permission to make

script revisions, other than cuts, to comply with OAP rules. Revision of approved plays in public domain that change characters, playwright's intent, language (other than language that might be considered profane or obscene), or other changes, which this office, a contest manager, judge, or director might consider a major revision, requires approval of the UIL Play Appraisal Committee and must be submitted prior to the December 21 deadline. If there is a doubt, ask!

• All "set additions" requested should be on 8 1/2'x11' paper. This is not a rule, but a necessity. Our copy machine does not easily handle anything else, and it is necessary to return drawings with notations along with the official response. Remember, the deadline is December 21 for both play and set approval. The set request must be included with plays not on the approved lists submitted to the play appraisal committee. Don't expect responses after the fact.

• Faxed or e-mail set questions and requests for additions are impossible to answer, and it is impossible to fax the \$10 fee.

• Intercom/communications systems of all varieties must be a part of the basic set and available to all for both rehearsal and performance. If one company is allowed to use wireless head phones, they must be available to all.

• Contest managers are not required to provide a sound system as a part of the basic set.

• Review the "set rule" and "definitions" in the current *Handbook* prior to requesting set additions.

• You are no longer required to provide scripts when requesting set additions for plays on the approved lists.

• Hard scenery that exceeds units in excess of 4'x8' are not approved even if it is "without which an approved play cannot be produced."

• A total of more than 12 feet of fence, stair railing or banister — no matter what the structure or need — will not be approved.

• Two backdrops, not to exceed 8'x10', will be approved with minimum justification, provided they are suspended on a batten between or behind unit set elements, do not cover unit set elements, and are used in different locations. Backdrops side by side are not approved.

• Backdrops for interior locations or for backings for interiors will not be approved unless essential for the play.

• Trim materials that do not exceed the square yardage of the two 8'x10' backdrops above may be approved with justification, but such trim shall not be approved to cover more than 50 percent of any unit set elements. Such trim limitation includes pylon caps designed to suggest trees.

• Caps that extend more than one foot in any direction from the top of a pylon will not be approved unless such caps are treetop suggestions which are required by the script, are lightweight, portable and transportable.

• Caps or "toppers" for unit set flats are not approved.

Drama education loses 2 good friends

Drama education recently lost two good friends. Rodney Bell, husband and supporter of Perri Bell of Gonzales, passed away two weeks ago. Some of Perri's friends may not have known Rodney, but he was that unique personality who allowed and encouraged Perri in her every theatre endeavor. The many TETA projects and the long hours of a full theatre teaching career were fully supported by Rodney. Those interested in sending a memorial should contribute to the Discovery Scholarship fund where Perri continues to teach at the Presbyterian Church in Gonzales.

We will miss the great friendship and long-term support of Glen Hopkins, co-director of theatre with his wife Donna, at O'Donnell High School. I'm not sure that being principal wasn't his second love because I have always been convinced that Donna had to share him with theatre. We will miss his energy, dedication, strong views and sense of humor. The many mementos that Glen created with his own hands will be a constant reminder of his presence and influence. The letter opener I use each day, the mask chime on the door, and the variety of masks in my collection at home are all Glen's handiwork. A scholarship fund he established at O'Donnell High School may be supported by sending your contribution to the attention of Terri Bessive. — LM

ILPC Summer Publications Workshop is June 20-23

Summer is quickly approaching, and it is time to mark your calendar for the ILPC Summer Publications Workshop, June 20-23 at The University of Texas at Austin.

The workshop is designed for junior high, middle school and high school students who have accepted a position on either the school newspaper or yearbook staff or for those interested in learning about journalism and/or student publications.

Sessions will be geared toward editors, assistant editors, advanced reporters and beginners. Students may enroll in newspaper, yearbook, photojournalism or desktop publishing.

For the first time, a separate session for junior high yearbook will be arranged.

Other points about the workshop:

- It is not necessary to have been a 1996-97 ILPC member in order to attend the workshop. Registration applications was mailed to ILPC members in March. Non-members may receive applications by contacting the ILPC office via the UIL (see page 2)

- 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, newspa-



per 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

Nationally recognized yearbook specialist Bruce Watterson of Arkansas confers with Penny Pehl of San Antonio East Central during last year's summer workshop. Watterson is one of the reasons the ILPC workshop is recognized for its excellence.

Assorted journalism briefs & notes

Congratulations to Margie Watters Borger, who received the Gold Key Award from the Columbia Scholastic Press Association. The Gold Key is CSPA's highest honor and is given annually to advisers in recognition of outstanding devotion to the student press.

Congratulations also to Dallas Hillcrest High School for receiving a Gold Crown for its newspaper, the Hillcrest Hurricane.

A hearty happy retirement to Bill Streich of Sugar Land Clements and Joe Graham of Friendswood Clear Brook, two fine gentlemen who have served education and scholastic journalism admirably for many years.

Congratulations to Corpus Christi Ray and Miller high schools for the successful experiment in publishing a single newspaper to serve both schools.

Staff members from both schools worked together to produce United, a 24-page newspaper.

As noted by the Corpus Christi Caller Times, which assisted in the effort, "The end product is more than a collection of articles, photos, headlines and illustrations. It is proof of what can be accomplished with more cooperation and less rivalry."

The advisers are Jane Wall of Miller and Candis Brinegar of Ray.

Four advisers awarded ILPC's Edith Fox King Awards

Four Texas advisers — Lana Jackson of Amarillo College, Patricia Lewis of Brownsboro, Lorrie Crow of Cypress Fairbanks High School, and Peggy Morton of Austin Stephen F. Austin — received the Edith Fox King Award from the Interscholastic League Press Conference, Saturday. The award was presented during the 70th annual ILPC state convention, held April 12-13 at The University of Texas at Austin.

Edith Fox King was a San Antonio journalism teacher who in 1927 with Dr. DeWitt C. Reddick established journalism competition under the auspices of the University Interscholastic League.

Before coming to Amarillo College this year, Jackson had taught for nine years at Tascosa High School, where her staffs compiled an impressive record of success. The 1996 yearbook, which she advised, received ILPC's Gold Star Award, the association's highest award, equivalent to a state championship, as well as a NSPA National Pacemaker Award.

Jackson served as secretary of the Association of Texas Professional Educators in 1989-90 and was the membership committee chairperson for the Texas Association of Journalism Educators from 1991-1994.

"When I received my student teaching assignment to Tascosa High School eight years ago, I was terrified of what I might face in the journalism department in a school of more than 2,000 students," said Cindy Todd, a journalism teacher at Randall High School. "My fears were allayed as I realized I was in one of the most efficient, organized and professional classrooms I had ever seen. Lana's willingness to share her expertise with new

teachers and students alike has been invaluable to aspiring Panhandle journalists for more than 10 years."

Lewis has taught journalism for 24 years, including 20 years at Van High School. She has taught at Brownsboro the past two years. Over the years, publications she advised won countless state and national awards. The newspaper and yearbook consistently won ILPC's top ratings, and her students were consistent winners in the UIL's spring meet journalism contests. She coached one student to the 1997 State Meet headline writing contest.

At Van High School, her students advanced to the UIL State Academic Meet 11 times — including the 1979 State champion in headline writing — and her publications received Distinguished Merit ratings — the highest rating — 17 of 20 years.

In addition to her success in journalism, Lewis has also taught speech, photography and English, directed the one-act play and served one year as cheerleader sponsor.

Morton has taught journalism in Central Texas for 16 years — the past 11 at Austin High. In that time, her newspaper staffs have built a reputation for consistent excellence. The Maroon, which she advises, has won the ILPC's top rating — the Award of Distinguished Merit — each year Morton has advised it.

In addition to her publications successes, Morton's students are consistent winners in UIL spring meet journalism contests.

Colleagues praised Morton's ability to energize and inspire students.

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

- Advisers may have their room, board and tuition waived by serving as dorm monitors. Dorm monitors will be provided single rooms (unless otherwise requested) on the floors with students. To apply, contact Bobby Hawthorne at the ILPC office at 512/471-5883 or 471-5908 (fax).

"Her enthusiasm for journalism shows in her students' publications," said Dixie McGrath, who teaches journalism at Hill Country Middle School. "One of the things I most admire about Peggy is her defense of student and teacher rights. She's the first to defend the student who writes the editorial stating teachers need to work harder, and she's the first to defend the teacher who claims teachers deserve more respect."

Crow has taught journalism for 12 years — the past 10 at Cy-Fair. Over the years, her newspaper and yearbook staffs have consistently won top state, region and national awards. The 1993 yearbook received a Silver Crown Award from the Columbia Scholastic Press Association in New York City and the Gold Star Award from ILPC, which is equivalent to a Texas state championship.

"One of the greatest attributes that Lorrie Crow has is the ability to challenge all of her students to the fullest of their capabilities," Jodie Smith, Cy-Fair principal, said. "She is always aware and sensitive to the needs of her students. I have said on more than one occasion to different people how lucky we are at Cy-Fair High School to have a journalism teacher with so much expertise, knowledge and people skills."

Margie Comstock, journalism teacher at Jersey Village High School, called Crow, "a phenomenal professional in every possible way. She truly cares not only about maintaining the high standards she has set for her school's publications but for all scholastic journalism. She wants to see everyone succeed on the level that she has brought her students to succeed."

Arlington lad named national J-student of the year

Leif Strickland of Arlington was named National Scholastic Journalism Student of the Year by the Journalism Education Association. The announcement was made during the JEA/West convention, April 17-19 in Phoenix.

Strickland edited the *Colt*, which won one of six ILPC Gold Star Awards during the ILPC convention, April 12-13. In the 5A-1 individual achievement awards competition, he took first place news writing, second in news features, third in editorial writing, second place in general column writing and second place in page one design.

Highland Park, Tascosa receive Pacemaker Awards

In addition, two Texas yearbooks — *Las Memorias* of Amarillo Tascosa and *Highlander* of Dallas Highland Park — received national Pacemaker Awards from the National Scholastic Press Association.

Publications recognized in the best of Show on-site competition were:

Yearbook (275-324 pages): El Paisano, Westlake, eighth.

Yearbook (325-plus pages): The Bearkat, Klein, seventh.

NP (17-plus pages): The Edition, Austin Anderson, third place; The Bagpipe, Dallas Highland Park, fifth place.

Literary Feature Magazine: The Final Draft, Austin Westlake, first.

Newsmagazine: The Featherduster; Austin Westlake, first; The Bearkat, Klein, fourth.

She was the one person I could count on

As if surviving isn't enough, each of us is expected to learn something from our experiences of the past year, something we can use next year as part of a long-term effort to expand our horizons and get in touch with our inner selves and all that other psycho/leadership stuff that I have neither time nor energy for now but plan to do one of these days — maybe when the kids are grown.

So what did I learn this year?

- Never attempt to squeeze a *Leaguer* between ILPC and State Meet. There just isn't time. Even if there were, the brain is fried. Can't think of anything to write about. Nothing strikes me as particularly funny. I'm not mad at anything or anyone. I'm just tired, and a little melancholy. I want to spend my afternoons at my daughter's junior high track meet or coaching kickball instead of hunched over a computer. I need to exercise and get some sun.

But first, I must get on the phone and badger my friends to volunteer to judge State Meet journalism next week. I have nothing to offer other than gratitude and cookies.

I'm sick of answering phone calls from irate accounting coaches because someone used a programmable calculator at regional (what is a programmable calculator?). Or because a student wants to take the State literary criticism test on Thursday instead of Saturday so she can go to the prom and needs the extra two days to get her hair and nails fixed. Someone just called about their newspaper rating.



Bobby HAWTHORNE

I haven't answered my e-mail in days. I forgot secretary's day. I'm sure something will be learned from that.

So what else have I learned this year?

- The difference between present perfect and past tense passive.
- We live in the age of soundbite journalism, and it's futile attempting to explain anything to a reporter that can't be reduced to a 15-word sentence. We expect more of student reporters, and quite often, we get it.
- Rules aren't sufficient. Policies don't always work either.
- Just when you think it can't get sillier or more petty, it does.

I'll explain all of this next fall. But for now, I'd rather share with you a letter, written by Jeanette Dickerson, the publications adviser at Winona High School. Jeanette was writing about Patsy Lewis of Brownsboro, her high school journalism teacher at Van, who recently won one of ILPC's Edith Fox King Awards for distinguished service to Texas scholastic journalism. I'm sure there are thousands of students and former students out there who'd like to write a similar letter to their advisers. Hey, Vera, this one is for you too.

Dear Mr. Hawthorne:

After a telephone conversation with Mrs. Patsy Lewis last night, I was reminded of the letter that I have written you a thousand times in my mind. I guess it's about time that you actually had the chance to read it.

Every February after I graduated from high school, I sent her some stupid little ivy. I wanted her to know that I remembered her on her birthday. To

be honest, I wanted her to know that I remembered her for so much more.

She was the person who introduced me to the insane world of journalism. She threw me in the pits of the deadline dragons, addicted me to the complications of yearbook design, and subjected me to the never-ending story of the unsatisfied band director or school board member. And somehow I actually learned something.

She taught me the thrill of taking one moment of life and by using the right words capture the emotions so that it could be relived again and again. She taught me the value of objectivity and how to seek out a story for its own sake — not for revenge or promotion. She showed me how to handle a staff that didn't want to work but wanted a great yearbook anyway. She taught me about photography and gave me a gift that I still treasure.

But she didn't have an easy job. I was a teenager with a major teenage attitude. I completely freaked out the first time she handed one of my stories back. It looked as if she had slit her wrists on top of it. But I rewrote it. I even rewrote some of my stories twice.

When, at 16, my world crashed around me and everything I had once trusted and believed in disappeared, she was the one person I still could count on. I remember after endless crying in my safe haven of the editor's room, she peeked her head inside the door and said, as calmly as always, that she was there for me no matter what — even if I needed some place to live for a while. She never said anything else but that one promise gave me more courage than anything else.

When I gave my graduating class my valedictory speech, it was her face I looked for in the audience.

When I became a member of my college publica-

CONTINUED ON PAGE 10

Hillcrest's Tate named Haddick Teacher of the Year

Dow Tate, a journalism teacher at Hillcrest High School in Dallas, was named recipient of Max R. Haddick Teacher of the Year Award by the Interscholastic League Press Conference, April 13.

Tate, who has taught at Hillcrest for nine years, has built at Hillcrest one of the nation's finest journalism programs. The newspaper recently won a Gold Crown from CSPA and has consistently won the Gold Star from ILPC. In addition, his students dominated the 1996-97 ILPC individual achievement awards competition, taking home a record seven Tops in Texas IAA medals in April. The newspaper was awarded second Best of Show and the yearbook third Best of Show at the NSPA/JEA convention in Chicago last fall.

He was a UIL/Denius Award winner in 1994 and was Hillcrest Teacher of the Year in 1992.

In addition, Tate serves on a number of state and national boards and committees. He is president of the Dallas Chapter of the Society of Professional Journalists and is scholarship chairman for the Texas Association of Journalism Educators.

Jennifer Dusenberry, a copy editor for the Hurricane, said, "Mr. Tate has high expectations and wants every staffer to live up to his or her potential. Reaching this level of excellence has been the most difficult challenge of my high school life."

Work with TEA earns Roberts special accolades

La Porte's Susan Roberts received ILPC's Distinguished Service Citation for her work in protecting journalism in the state's latest curriculum battles.

Anna Hodges, a journalism teacher at Katy Mayde Creek, said Roberts has been instrumental in introducing desktop publishing to the journalism programs in the state.

"She has worked closely with the Texas Education Agency in writing essential elements and curriculum for this course," Hodges said. "Susan's work has given many high schools' programs the opportunity to raise enrollment."

Another editor, Jennifer Kitner, wrote, "Mr. Tate has influenced me to pursue leadership roles beyond my greatest expectations, thus making me a better and more mature person."

Chris Modrow, publications adviser at Lake Dallas, said Tate is the epitome of a great teacher. "He's teaching life lessons, not just book lessons. He's guiding and challenging kids to achieve excellence. He's teaching them to take responsibilities for

ILPC director Bobby Hawthorne said Roberts' efforts the past year have been well above and beyond the call of duty.

"Susan has been one of the state's staunchest defenders of keeping journalism in the high school curriculum," Hawthorne said. "The inscription on her award cites her for in recognition of her outstanding service and devotion to the field of scholastic journalism, service beyond delegated duty, leadership in the field of education, and support for the high ideals from which this association has drawn its strength and inspiration throughout the years."

their actions."

A parent, Ruth Miller Fitzgibbons, called him a "selfless steward" of his students. "It's my bet that even after four years of college, his students will encounter few teachers who will rival Mr. Tate in their memories."

And his principal, Linda Isaacks, noted, "He is that rare teacher whom many students will remember as their best and favorite."

Dates selected for 1997 fall activities conferences

The UIL 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.

Plans to add a fifth conference, perhaps in the Texas Rio Grande Valley, are continuing.

Tentative programs will be mailed to schools in each site's respective region approximately one month prior to each conference next fall. Information will also be available on the UIL's web page.

The purpose of the conferences is to prepare coaches and students for spring meet contests. The conferences are free and registration is not required. Sessions are held in every academic contest.

"The conferences are one of the League's most important services," UIL director Dr. Bill Farney said. "The UT-Austin one-act play conference is one of the nation's largest and most comprehensive training conferences. Students and coaches have an opportunity to meet contest directors and hear from many of the state's most outstanding educators."

Help circulate elementary/JH newsletter

Although elementary, middle and junior high school personnel have responded positively to *E/JH*, the newsletter designed for this growing segment of the UIL organization, at least two indicators tell us that many UIL coaches, sponsors and principals working at these grade levels are not receiving this publication:



Pat WISDOM

(1) When I ask teachers or principals to look on a certain page of the *E/JH* newsletter when they call to find out information regarding an elementary or junior high concern, some respond, "What newsletter?" and

(2) Only 125 schools have responded to the academic survey sent in the February *E/JH* to approximately 2,900 campuses.

Circulation of a new publication, such as this newsletter, could be aided considerably by some assistance from the campus or central administrative staff. For those who have responded to the invitation to submit a name and address as a district-wide coordinator, the newsletter will be coming directly to their attention, and perhaps this step will alleviate some of the information dissemination problem.

Since *E/JH* is designed to keep elementary and junior high campuses up to date on issues concerning them, and consists of information that may not be easily found through other sources, receiving it is of some importance.

At this time, data reported on the "Elementary/JH Academic Survey" will be used only for monitoring purposes, but a stronger response could have provided helpful opinion information from grades 6-8 campuses about the current proposal to add a visual arts contest to the middle school level. If the survey were to be used as a determinant of the proposal's outcome, we would have to report to the Legislative Council that only 10 percent of the grades 6-8 campuses stated a preference on this issue. This data may be insufficient to warrant a proposal to add this contest.

Since the *Leaguer* is more recognizable when it comes to your campus, I submit a request to administrators through this publication that when the cream-colored, 8 1/2" x 11" folded-in-half, sealed, stapled, four-page (front and back) *E/JH Newsletter*, with "UIL" and the return address printed in black in the upper left-hand corner arrives on your campus within the next few days, you will make sure that your teachers and administrators of UIL academic elementary and junior activities receive a copy.

In this late April issue, which may not arrive until early May, these topics will be covered:

• Procedures for submitting 1996 and 1997 first place Ready Writing and Creative Writing student essays to be considered for publishing in the 1997 edition of the *Ready Writing Handbook for Elementary, Middle and Junior High Schools*.

• List of district champion schools. (District directors were required to submit the "District Participation Summary" in order to have the winning schools listed.)

• Important dates for future events

• Names, addresses and phone numbers of invitational test writers

• Feedback request for opinions on the following issues:

• Selecting a recommended atlas for the Maps, Graphs and Charts Contest (The Hammond 1993 edition is obsolete.)

• Selecting dictionaries for use in the Dictionary Skills Contest (Houghton-Mifflin has published a 1997 edition that will render the 1994 children's edition obsolete.)

• Revising the grade 4/5 Art Contest to eliminate or revise the spelling penalty

Highlights of successful academic district meets held this spring also will be featured in this issue. Sincere thanks to you for your assistance in getting this information to your elementary and junior high campus personnel.

CI&E expands teams but continues to emphasize essay writing component

By Bobby Hawthorne
CURRENT ISSUES & EVENTS DIRECTOR

In an effort to allow more students to participate at the district level, academic teams were expanded from three to four members. We've been approached for several years, primarily by the Texas Math and Science Coaches Association, to increase teams from three to four members, to allow four-member teams to advance to regional and to advance the first and second-place teams to regional.

The academic staff has fully supported the idea of expanding district competition, but we've hit a brick wall each time we've proposed increasing the number of students qualifying from district to region. "We can't accommodate more students," the regional hosts have told us. "We have neither the classrooms, the staff nor the judges to handle the larger crowds."

Thus the compromise: four-member teams at district, with three of the four advancing to region and then to state.

In the Current Issues and Events contest, we devised a formula that would advance the students who receive the top

New rules, new results

By Pat Wisdom
DIRECTOR OF ACADEMIC DEVELOPMENT

Adding a fourth member to district academic team competition this year didn't just bring a larger pool of participants. It also brought a wider range of possible results in the contests.

For example, the scores for the top team in the Accounting Contest may have been 390, 330, 240 and 240. If so, all four members of this team would advance to the regional contest, even if the 240 represents a tie for ninth place in the individual competition. Because it also represents a third position tie on the team, both of the tied students advance and compete at the regional meet. Now, had the top team's scores been 390, 330, 330 and 325, only the first three would be competing at the next level of competition, because only the top three, regardless of scores, advance.

A different results scenario could occur in Computer Science, and yet another in Current Issues and Events and in Literary Criticism.

In Computer Science, a tied third position on the top team requires a choice to be made by the coach of one of the two tied individuals. This contest is different from the other team contests in that only three students may compete in the hands-on team portion of the contest at the regional and state levels. However, we would certainly recommend that the fourth student who had to be eliminated be encouraged to attend the meet as part of the team, even though he or she will not be allowed to compete.

Adding fourth member to teams results in some interesting and surprising results at district meets

Literary Criticism contests, the essay, which may have determined placement in the individual competition or ranking of the team, has no bearing on the team point totals. Therefore, in Literary Criticism students whose objective scores gave them a tie for third position on the first place team would advance, even if they were judged sixth and seventh as a result of the essay in the individual competition. In Current Issues and Events, however, the top team is also determined by the top three objective scores. However, once that top team has been established, the top overall scores of each team member determine which three contestants advance to the next level of competition.

In each of the above cases, the students advancing to regional or state would be vying for both individual and team awards at that level of competition. At the regional level, just as at the district level, only the top three scorers on the school's team would constitute the team score (unless a tie exists as described above), and only the top team with the highest overall score would advance to the State Meet.

Even with the variations in outcomes, response to the four-member team concept has been very positive. More students are participating, and more success is being achieved by contestants and their schools. And, of course, promoting successful outcomes continues to be what UIL is all about.

Literary criticism reading list: Information on ordering titles for 1997-98 spring contests provided

Please note the revision in the title, ISBN number, and publisher for the Literary Criticism play, *The Member of the Wedding*. The author has written both a novel and a play. We will study the play version only. The words "a play by Carson McCullers" appear on the front cover of the play published by A New Directions Paperback Publishers.

The full list and ordering information follow.

1997-98 Literary Criticism Reading List

NOVEL: *Main Street* by Sinclair Lewis

Any unabridged edition is acceptable.

Ordering information: ISBN 0-451-52-461-6. Signet Classics, List price: \$5.95. Available through Texas Educational Paperbacks at \$3.87

DRAMA: *The Member of the Wedding: A Play* by Carson McCullers

Ordering information: ISBN 0-8112-0093-0, A New Directions Paperback, List price: \$7.95. Available through Texas Educational Paperbacks at \$5.57

POETRY: Selected poems by A. E. Housman. Any unabridged printing of the poems

is acceptable.

Ordering information: All poems listed will be found in Williams, Oscar, ed., *The Mentor Book of Major British Poets*. New York: NAL Penguin, 1963. ISBN 0-451-62637-0 List price: \$7.99. (Future poems may be selected from this book.) Available through Texas Educational Paperbacks at \$5.19

1. "When I Was One-and-Twenty"
2. "Oh, When I Was in Love with You"
3. "Loveliest of Trees"
4. "Reveille"
5. "Oh See How Thick the Goldcup Flowers"
6. "To an Athlete Dying Young"
7. "Bredon Hill"
8. "The Lads in Their Hundreds"
9. "Is My Team Ploughing"
10. "Others, I Am Not the First"
11. "On Wenlock Edge the Wood's in Trouble"
12. "White in the Moon the Long Road Lies"
13. "Into My Heart an Air That Kills"
14. "The Immortal Part"
15. "With Rue My Heart Is Laden"
16. "You Smile Upon Your Friend Today"
17. "Terence, This Is Stupid Stuff"
18. "I Hoed and Trenched and Weeded"

19. "The Chestnut Casts His Flambeaux"
20. "The Laws of God, the Laws of Man"
21. "The Night is Freezing Fast"
22. "Revolution"
23. "Epitaph on an Army of Mercenaries"
24. "When Israel out of Egypt Came"
25. "I Did Not Lose My Heart"
26. "Infant Innocence"

Texas Educational Paperbacks Ordering Information:

To order by phone, call: 1-800-443-2078

To order by FAX: 1-800-437-7070

To order by mail: 4433 Mint Way

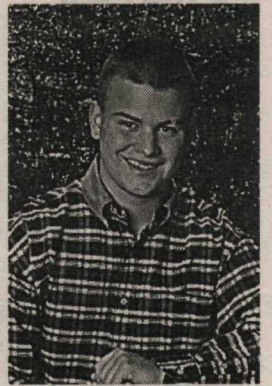
Dallas, Texas 75236

Authority for test items on Literary History and Critical Terms: *A Handbook to Literature*, 7th. ed., Prentice Hall, 1996. Edited by C. Hugh Holman and William Harmon. Retail price: \$32.00. (Only the 7th. edition will be used to reference answer keys.)

Ordering information: ISBN 0132347822. Available through Prentice Hall Publishing Company for \$22.50. (Prices subject to change without notice.) Call 1-800-350-3693. Ask for the UIL special pricing.

— Pat Wisdom

TILF Scholars



Of all of my high school experiences, participating in UIL academics was far and away the most meaningful. Studying and practicing for the Current Issues exam honed my interpretive skills and improved my writing. In fact, participation in the contest has led to an interest in studying government and law. In addition, preparing for UIL events has increased my studying discipline, an invaluable asset for college.

W. Michael Nelson
Rusk HS
Hatton W. Sumners
Foundation
Scholarship

Summer academic coordinator/speech coach workshop plans jelling

The line-up of help programs to be presented in the Academic Coordinator segment of the UIL Summer Workshop, to be held July 18-19 on the UT-Austin campus, is close to congealing.

It looks like, however, that we will be holding the entire workshop in another location, instead of University Teaching Center, as we have done for the past three years. As many veteran coordinators have most likely experienced, planning many months and sometimes years ahead doesn't always guarantee that facilities requested will be granted.

Planning ahead for facilities is only one of several topics that will be discussed by our panel of expert coaches, coordinators and administrators who will address relevant and asked-for issues, such as how to start a UIL program, how to prepare a budget for activities and materials, and how to best

propose a budget (inclusive of stipends) to the school board. Coaches and coordinators from State Champion schools will bring workshop participants ideas about communicating effectively with coaches and students and energizing the UIL academic program.

The program has not become so large that we can't use your great ideas. If you are an experienced UIL coach or coordinator and have other ideas that may or may not necessarily fall into one of the categories named, simply provide a short handout explaining your idea. Bring enough copies for approximately 125 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 aspects most requested by our new coordinators.

In addition, we will spend at least one hour reviewing new legislation that is to be implemented August 1 and academic proposals that will be going before the October Legislative Council.

If you have ideas that have worked and would be willing to share these in a 15-minute presentation at the summer workshop, please give me a call or drop me a line through letter, fax (512) 471-5908, or email (pwisdom@mail.utexas.edu).

In whatever facility we use, an informal lunch will be provided as part of the extended session on Saturday. During this session, we hope to further address the specific needs and concerns of academic coordinators. Recommendations for parking, motels, restaurants, entertainment, etc. will be forthcoming upon receipt of your registration form (shown below). — Treva Dayton

UIL ACADEMIC COORDINATOR / SPEECH COACH SUMMER WORKSHOP

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

REGISTRATION FORM

Name: _____ School: _____

School address: _____ Summer Address: _____

School Phone: _____ Home Phone: _____

Check one: Coordinator Speech / Debate Coach Both Other

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



Denver City wins third straight 3A state CX debate championship

Justin Mock and Kristin Long of Denver City defeated Wallace Dunwoody and Brandon Hudson of Lubbock Roosevelt to give Denver City its third consecutive state 3A Cross Examination Debate Tournament championship. Elsewhere, Shaina Moss and J. T. Williams of Jayton won the Conference A title over Allison Pease and Stacy Wise of Austwell-Tivoli.

In 2A, Lance Currie and Natalie Scherz of Wall defeated Jenny Davidson and Alex Kotara of Karnes City while Eric Furbish and Matthew of Hays (Buda) out-pointed Zachary Montz and Shafeeqa Watkins of Austin L.B. Johnson. In 5A, Joey Tavery and Justine Fisher of San Antonio Lee defeated Kevin Gordon and Eric Liaw of Houston Bellaire.

C-X APPEAL. Jayton's Shaina Moss and J. T. Williams prepare to debate Allison Pease and Stacy Wise of Austwell-Tivoli in the finals of the Cross Examination Debate Tournament, March 11. Jayton's pair, coached by Elwanda Hahn, took top honors.

TILF Scholars



My involvement in UIL Academics has changed my perspectives on life and our world. Anyone who has competed in Debate and Extemporaneous Speaking knows that the critical thinking skills and process of evaluating alternate perspectives on issues acquired in these activities opens up a world of exploration for their participants. Likewise, UIL Journalism and Current Issues contests have enabled me to develop my writing technique and have helped me to become a better student and citizen. UIL Academics truly make a world of difference.

Eric Opiela
Karnes City HS
Hatton W. Sumners
Foundation
Scholarship

Verification period nips errors in the bud

Academic UIL competition is behind us for another year, and for the majority of the vast number of students, coaches, judges, and tournament workers involved it was a rewarding experience. That's due to the hard work, careful planning, and commitment of people dedicated to providing equitable and fairly run competition that benefits all students, not just those who are selected as winners.



Treva DAYTON

That's the good news. The bad news is that not every competition was error free. Actually, that shouldn't be news to anyone, since people conduct these activities, and humans, even with the best intentions, sometimes make mistakes. What's unfortunate is that so many errors that impact students, such as inaccurate results posted or inaccurate tabulation, could have been rectified if coaches and sponsors had participated in the required ballot verification period.

Ballot verification is a mandatory part of each speech and debate contest plan for the specific purpose of providing a means to correct any tabulation or posting mistakes. It is crucial that you use this time to carefully review your individual evaluation sheets and the judges' rankings. This is not a time to question any judge's decision or ranking, but to make certain that those rankings are recorded, tabulated, and announced correctly.

Coaches have the responsibility to ascertain the time and place of the verification period. If it is not announced, ask! If you're involved with another event at the same time, see that the competitor or a knowledgeable adult attends. Finding an error on the bus on the way home, or the week after the meet, is too late.

More districts than ever before included speech and academic coaches in the planning meetings for spring meet competition, and this led to improvements in contest administration in many areas. If you weren't included in the planning process, ask to be in

the future. Knowledgeable, well-prepared contest directors and assistants are essential to providing equitable and enjoyable contests.

CURRICULUM FOR SPEECH COURSES

Developing the Texas Essential Knowledge and Skills for speech communication classes, including the new course now called Communication Applications, has been a lengthy process, and revisions are still underway. The State Board of Education will hold the first reading of the proposed TEKS for speech communication courses at the May meeting, and the second and final reading in July. Although the new graduation requirement of one semester of speech goes into effect for next year's (97-98) freshman, the new Communication Applications course will not be developed by the fall.

I spoke with Dr. Lanny Van Allen, Director of Programs I for English Language Arts K-12 for the Texas Education Agency, who has worked diligently with speech educators throughout the writing process. Dr. Van Allen indicated that it will take more time to finalize the new course. It must first be approved by the State Board of education, a textbook proclamation must be issued, and then materials developed. In the interim, until further notice from the Commissioner's office, students may satisfy the speech requirement by taking one of four other speech classes, including Speech Communications, Public Speaking, Oral Interpretation, and Debate.

What remains to be approved for the new course by the State Board of Education are the specific essentials skills and knowledge prescribed, the final approved name, and the grade levels for which it will be offered.

PLANNING FOR THE COMING YEAR

Our annual Speech Coaches' Summer Workshop is scheduled slightly earlier than in the past, and will be held July 18-19 at UT Austin. We will also be meeting in a different building on the north side of campus, so check your registration material carefully. We had planned to include another session on resources on the Internet, but that will depend on the facilities. The Friday morning sessions designed for

beginning coaches include an introductory session for coaching CX debate and a workshop on developing a competitive speech program.

Sessions on Friday afternoon include a workshop on curriculum for speech classes, extemporaneous speaking, and Lincoln-Douglas debate. Saturday workshops cover prose and poetry, topic analysis for the renewable energy resolution, and an open discussion format for questions and concerns. We've added the discussion period because feedback from previous participants indicated they really needed a chance to ask follow-up questions about rules, rehearsal techniques, administration of contests and other areas covered. Larry McCarty, speech coach at Ingram Tom Moore High School, wrote the study report of the CX debate topic, and will present the topic analysis session. We've had some excellent workshops in the past, and hope you can join us for this one.

And while you're planning for next year, mark your calendar for the Texas Speech Communication Association fall convention in San Antonio on October 8-10. There will be a variety of programs for both competitive forensics and curriculum for speech communication classes. Please contact me if you need information about TSCA membership or the convention.

Next year will bring only one rule change for speech and debate, and that is in CX debate. Second place teams from districts with fewer than eight teams competing will have to certify that they have debated a minimum of eight rounds of competition prior to the State Meet. This includes rounds debated at the district tournament.

Prose and poetry categories will remain the same, although the handbook will be updated to provide additional examples of acceptable documentation. The categories will be revised in the following year, and your suggestions are welcomed.

The fall Lincoln-Douglas debate resolution will be released August 1. We will post it on the UIL web page, and include it in the mailing sent to all high schools from this office in August. Please look for your coach's packet when you return to school, and contact my office if you don't receive it. Hope you enjoy the summer!

TILF Scholars



Throughout my four years in high school, I have had the opportunity to participate in a variety of activities and organizations. However, no other extracurricular activity has meant more to me or had a greater impact on my life than UIL. My participation in UIL has rewarded me with wonderful memories, special friendships, the development of valuable skills, and a sense of self worth. For me, UIL was more than just an organization I belonged to or an activity I participated in, but rather an experience.

Alma Patricia Peña
Laredo Alexander
Lola Wright
Foundation
Scholarship



FANCY FOOTWORK. San Antonio Churchill's Christina Fanuzzi (#21) battles Heather Morrison of Plano (#9) in the state soccer championship game, won by Plano, their fourth title overall and first since 1989. In pursuit is Churchill's Gina Vela (#22). The Wildcats ended Churchill's 25-0 record with the 4-0 victory. Plano (23-3-1) earned a berth in the finals by defeating Klein, 4-1, while Churchill fought past Arlington Martin, 3-1. In the boys division, Klein (27-2) took the title with a 3-1 victory over Grapevine (24-1-1). Grapevine slipped by San Antonio Lee, 1-0 in the semifinals. Photography by Andrew Christensen, UT Photography Department.

CI&E team qualifying method hinges on essay writing

CONTINUED FROM PAGE 7

three overall grades, as cited in 932 (a) (2) of the UIL's *Constitution and Contest Rules*. The decision to advance the three overall scores rather than the three top scores in the objective portion of the contest was based on the proposition that students should be awarded for proficiency in the essay portion of the contest.

It all seemed so simple and logical when we wrote it the first time. Then came district. One school placed first, second, third and fifth in the individual rankings, which are based on total of objective and essay portions of the contest. However, the third place individual had a lower objective score than the fifth place finisher. Therefore, the fifth place student's score in the objective portion of the contest contributed to his team's overall winning performance. As a member of the district championship team, he thought he would advance to region. Wrong. Only three students can advance to region, and those three students will be the students who have the highest

overall scores.

This is how the rule is written, and I'm not authorized to arbitrarily decide which rules I want to follow and which I want to circumvent. I entertained the idea of proposing to the Academic Committee an amendment that would allow fourth members to advance as a member of the team if their objective scores were higher than the student who placed third but whose score in the objective portion . . . well, I think you can see why I abandoned that idea. Judging this contest is difficult enough already. We don't need to make it more complicated than it is.

Besides, I believe that the essay should be emphasized, and that coaches should impress upon their students the importance of assimilating and synthesizing information rather than merely memorizing names and places.

Of course, coaches are free to disagree. If you wish to submit a request to the UIL's Legislative Council to change this rule, please do so. The Academic Committee will meet in Austin, June 11. Send us your proposal by June 1.

gets the job of their dreams without realizing that someday you have to wake up.

Now, as I finish my sixth year as being a high school journalism teacher, I want her to know that it is in her footsteps that I proudly walk.

Mrs. Patsy Lewis deserves the Fox award because of her compassion, professionalism and the beauty of her spirit. I've thought about nominating her several times, I just never did it. I guess it was because in my mind, she had already won.

Thanks, advisers!

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tions team, she was the first person I put on the subscription list.

When I got my first job on a real newspaper, I called her with all of the excitement of anyone who

Cogdell

CONT. FROM PAGE 1

coaches at the state meet in May, 1978.

"I had worked it out in my mind, sort of the ivory tower approach," Cogdell said. "I had not consulted any coaches. In fact, I did not know any coaches. But I had an idea of what the contest ought to be to prepare students for engineering work. So I presented it at the coaches' meeting on that Friday night, and there was sort of an explosion of concern. The coaches realized that I wasn't in touch with what their students could do.

That night, he went to bed, quite early, and the phone rang.

"Marian Justiss, the coach at Daingerfield, called me at home and assured me that these coaches were really nice people and that they weren't contentious as they appeared," he said. "Actually, it hadn't bothered me because I was used to working out ideas in the rough and tumble of vigorous discussion"

The next day, while Jack Lenhart ran his last state slide rule meet, Cogdell sat out under a tree with five of the state's most active coaches — Jack Sell from Port Arthur Jefferson, Ford Robertson of Andrews, Tommy Lee from Sherman, James Anderson of San Antonio Roosevelt, Andy Zapata of Azle and Steve and Marian Justiss — to discuss the new contest.

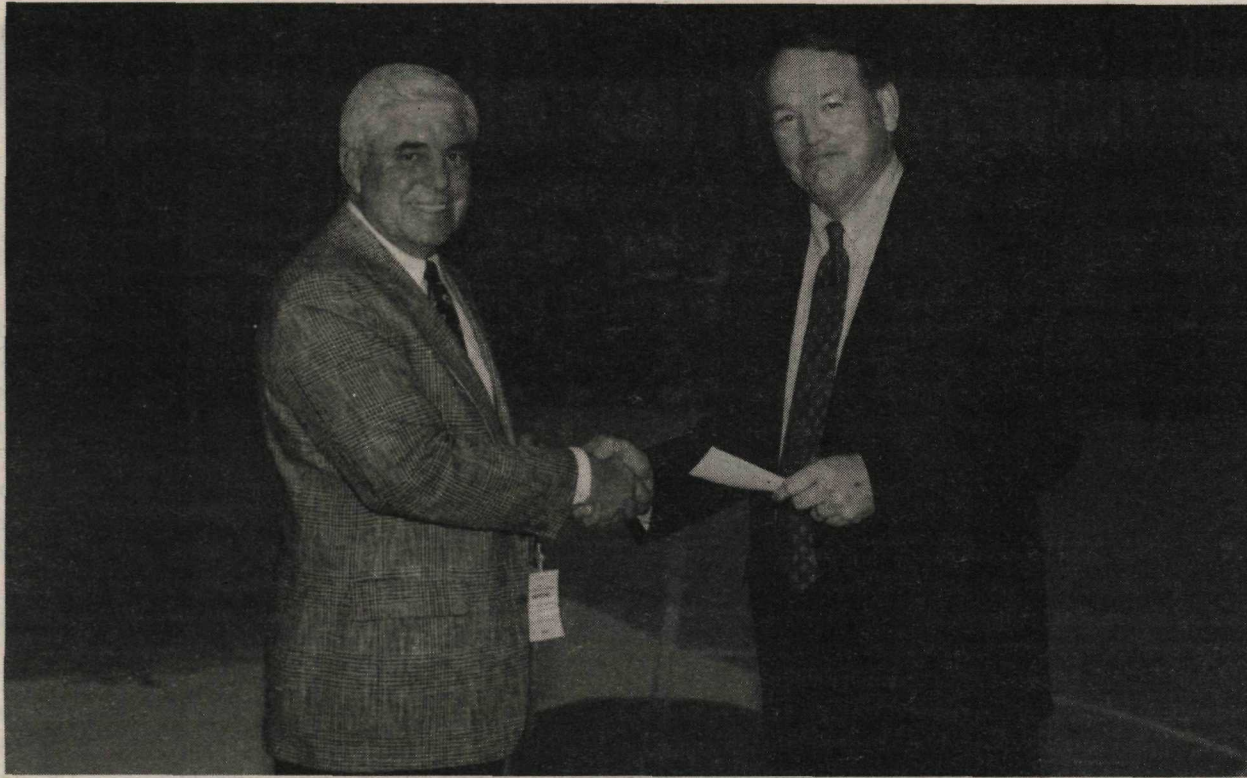
"That meeting was the real genesis of the calculator applications contest," Cogdell said. "They told me some constraints that had to be part of the contest to make it popular and successful with students. I took their ideas and put them together with my ideas and produced the first real contest."

In 1980, he produced two practice calculator contests while serving as slide rule director. Then, in 1981, he wrote a full set of tests, marking the end of the slide rule contest and the first year of calculator applications.

With the assistance of Steve and Marian Justiss, who came to UT to pursue engineering degrees, Cogdell changed the format of the contest slightly. Since 1982, it has been one of the League's most stable contests.

"Our main changes have been in the way we've run state meet and the way we've checked the answers to make sure the tests are as bug-free as possible," Cogdell said. "The smartest thing I ever did was to get David Bourell to help me. Dave and I have had a wonderful time. My greatest regret of retirement is knowing that I won't work as closely with David on this contest."

Cogdell reserved his highest praise for the calculator coaches. "Getting to know and work with the coaches has been a wonderful experience," he said. "I can't say that I've gotten to know many kids, but I've developed a tremendous respect and admiration for these coaches. Their dedication, the way they give of themselves for these kids, the way they pour their lives into these young people is amazing. It has been a thrill to get to know and work with them. They are people of deep integrity, and I have nothing but the highest regard for them."



Check It Out

UIL Director Bill Farney (right) accepts an \$11,000 check from Butch Gardner of Wilson Sporting Goods. The check, which was presented during the boys state basketball tournament in March, will go into the Texas Interscholastic League Foundation, the scholarship program of the UIL. Since 1991, Wilson has donated a total of \$61,000 in scholarship funds for member school students who have participated in the UIL Academic State Meet.

Alamo offers new savings and benefits

The UIL has announced a new member benefits program with Alamo Rent A car, official sponsor of UIL activities since 1992, and one of the nation's largest rental car companies. Due to our outstanding partnership with Alamo, member schools are now entitled to receive up to a 15 percent savings when renting from one of the industry's leaders.

This program entitles members to guaranteed discounts on daily, weekly and weekend retail rates in the United States, Canada and Europe. The rates include special member benefits such as:

- Frequent flyer rewards with all major airlines
- Additional driver fee waived
- Unlimited free miles on your car rental

To take advantage of this great offer, call your professional travel agent or Alamo at 1-800-354-2322 and request Rate Code BY and membership I.D. #252660. A 24-hour advance reservation is required.

Citizenship and the value of extracurricular activities

At a cost of only one to three percent (or less in many cases) of a school's overall budget, high school activity programs are one of the best bargains around. It is in these vital programs — music, speech, drama, debate, sports — where young people learn life-long lessons as important as those taught in the classroom.



Rachel SEEWALD HENDREX

Unfortunately, there appears to be a growing indifference toward support for high school activity programs by the general public. This neglect undermines the educational mission of our schools and the potential prosperity of our communities.

Research indicates that students who participate in extracurricular activities tend to have higher grade-point averages, better attendance records, lower drop-out rates and fewer discipline problems than those who do not participate. If done right, participation in activity programs, win or lose, can become one of the most powerful and influential educational experiences that can accrue to teenage girls and boys. Following are some of the benefits gained through participation in activity programs:

- A 1989 nationwide study by the Women's Sports Foundation indicated that athletes do better in the classroom, are more involved in school activity programs and stay involved in the community after graduation.

- A 1985 survey of high school principals conducted by the National Federation of State High School Associations revealed the following:

- 95 percent believed that participation in activities teaches valuable lessons to students that cannot be learned in a regular class routine,

- 99 percent agreed that participation in activities promotes citizenship, and

- 72 percent said there is strong support for school activity programs from parents and the community at large.

- In 1984, the Texas Education Agency studied the incidence of course failure among activity participants and non-participants in a sampling of 56,140 pupils from 100 randomly selected high schools. For a six-week reporting period in the fall, 46 percent of the uninvolved students failed one or more classes, while 23 percent of the participant group failed a class.

- Results of a 1987 survey of individuals at the executive vice-president level or above in 75 Fortune 500 companies indicated that 95 percent of those corporate executives participated in sports during high school. In addition, 54 percent were involved in student government, 43 percent in the National Honor Society, 37 percent in music, 35 percent in scouting and 18 percent in student publications.

The value of extracurricular activities becomes even more important when you consider what is happening in our society today, i.e. single parent families, high divorce rates, alcohol and drug abuse, crime, violence, gangs, etc. It cannot be argued that the development of character traits, such as ethics and integrity, are not easily taught in the setting of an academic classroom.

A good activities program will make a concerted effort to teach, but not be confined to, good sportsmanship, the importance of persistence, perseverance, commitment to excellence, pride, devotion, dedication, respect for those in authority, honesty, trustworthiness, self-discipline, and perhaps most importantly, citizenship.

The National Federation of State High School Associations has just established a Citizenship Through Sports and Fine Arts Curriculum, which is designed to use the influence of coaches and sponsors to help participants become better citizens. The curriculum also provides administrators with an additional tool to evaluate the effectiveness of coaches — not solely on the basis of records or performances — but on that person's ability to instill in students the true spirit of extracurricular activities.

The educational purpose of high school athletics and fine arts programs must be about more than teaching a young person how to shoot a perfect jump

shot or play an instrument. Our primary goal should be the propagation of good people for our country — good citizens who will contribute to the quality of life in America and the world.

Students of just a generation ago received a grade in citizenship, but now it appears to be the forgotten curriculum. The National Federation believes the time has come to re-emphasize the concept, the teaching and the nurturing of citizenship in our schools and curriculums, and further believes that the ideal place to reinforce these values is in high school activity programs. The opportunity to give students real-life lessons in the values of sportsmanship, dedication, honesty, pride and so many other precepts of citizenship is too precious to ignore.

The National Federation's Citizenship Through Sports and Fine Arts Curriculum is designed to be used by coaches to help them identify and use teachable moments that occur in everyday situations. Many times, a word or example today from a caring adult can stay with a student for the rest of their life.

Sadly, America faces a host of societal ills that are not easily remedied. Activity programs may be society's best solution to some of our toughest social problems. If that is the case, let us all be reminded of the real purpose for sponsoring interscholastic activities as part of the school curriculum and join the National Federation by integrating the Citizenship Through Sports and Fine Arts Curriculum into our schools.

In this regard, we must pay greater attention to the value of participation over winning. School boards, administrators, coaches and parents must agree upon the goals and objectives of the interscholastic program and determine if the goals are educationally sound.

Many of our social problems are as big and complex as they are obvious. We all know that more jobs, stronger families and better education would be forces for order. Yet knowing these, problems exist still leaves us far from solutions. Increasing support for extracurricular activities would not only restore order to the lives of our young people, but would ultimately produce quality citizens who will contrib-

...with all of the excitement of having...

State Executive Committee hands down official interpretation on criteria for bona fide residence

The State Executive Committee issued the following Official Interpretation regarding residence of parents who are not separated or divorced, and determining guidelines of Section 442 (g).

CRITERIA FOR A BONA FIDE RESIDENCE: The intent of Section 442 (g) is to insure that any relocation of residence is a complete and permanent move for the family. The residence shall be the domicile which is a fixed, permanent, and principal home for legal purposes.

Does the student's parent, guardian, or other person whose residence determines the student's residence own a house or condominium or rent a house, apartment or other living quarters in the school district and attendance zone?

Parents must provide documentation to verify the purchase, lease, or rental of a home located in the new attendance zone. A lease agreement or rental agreement should be for a reasonable duration.

Do the student and the parent or guardian have their furniture and personal effects in the district and attendance zone?

There should be no personal effects or furniture belonging to the family in the previous residence.

Do the student and the parent or guard receive their mail (other than office mail) in the district and attendance zone?

Create shared eureka musical experience

CONTINUED FROM PAGE 3

say something, it must tell a truth that is human or divine or both, just delivering notes, even if perfect, doesn't give revelation at all."

I want to point out that Blomstedt's statement implies that compositions have meaning or a message! None of what I have talked about applies to the conductor who does not select music of quality (quality in this context is defined as music that has a meaning). If we choose to conduct shallow music we can only conduct notation.

A conductor/teacher cannot be clear and effective without a precise and clear image of the music and its message in his/her head. With an excellent piece of music, this image emerges in the enlightened conductor/teacher's mind as a result of his/her thorough study of the score and the "feelings" developed for the "expressive message" of the music during this study. This kind of pre-rehearsal study and prepara-

Area to certify 2 marching bands to State

CONTINUED FROM PAGE 3

eight hours on Saturday. It will be each school's option to determine how it wishes to utilize its eight hours and any combination of rehearsals that totals eight or less hours will be acceptable. But, it will no longer be permissible for a band to practice eight hours outside of the school day during the school week and then hold additional rehearsals on Saturday.

There have already been some inquiries requesting additional clarification of the new "eight hour limitation". As questions arise they will be addressed and a comprehensive summary of responses to these questions will be made available at the fall TMEA/

OFFICIAL NOTICE

The family should have submitted a change of mailing address to the Post Office.

Is the parent or guardian registered to vote in the district and attendance zone?

If either of the parents was registered to vote at the previous address, they should have applied for a new voter registration card at the new address.

Does the parent or guardian regularly live in the district and attendance zone, and intend to live there indefinitely?

The new residence should accommodate the entire family. The former house should be on the market at a reasonable market price, or sold, or the lease or rental agreement terminated. All utilities and telephone service should be disconnected or no longer in the family's name. All licensed drivers in the household should have complied with DPS regulations for changing their address.

In the event the parents do not comply with all presumptions cited above, and circumstances do not fit under the exceptions in a, b, c, d, e, or f, the residence is not bona fide. Interested parties should be advised that the student is ineligible unless a waiver of the residence rule is granted by the UIL Waiver Officer or the Waiver Review Board.

tion best prepares the conductor to convey the expressive essence of the music to the performers.

My final comment concerns an objective that I think is very important for every meeting (rehearsal or concert) that a conductor/teacher has with their ensemble. The rehearsal should never just be a drill/work session limited to trying to improve the performance level of the ensemble and concerts should never be "play throughs" of the music on the program. The conductor/teacher through his/her creative and motivational skills, should strive to create "shared eureka musical experiences" with the players on every concert.

Bernstein said, "I share whatever I know and whatever I feel about the music. I try to make the orchestra feel it, know it, and understand it, too, so that we can do it together. That's really what it is!"

Listen, read, reflect, feel, imagine, share and create the magic!

UIL region meetings.

• NUMBER OF BANDS ADVANCING FROM AREA TO STATE TO BE INCREASED.

Beginning in the fall of 1997, each music area will certify two bands receiving the highest ranking in each conference to the State Marching Band Contest. Should 15 or more bands participate in a single conference at the area contest, one band for each five bands competing in the contest shall be certified for advancement to the state contest. This means that an area with 25 bands competing in a given conference would be entitled to advance five of those bands to the State Marching Band Contest.

OAP: Know what to expect

CONTINUED FROM PAGE 4

• Hard lattice pieces, cornice pieces, roof lines, wallpaper, wainscoting, headers and arches are not approved. Unit set elements can be used to create suggestions for most of these elements.

• It is possible to use a single strand of ivy on a unit set element as "trim" without set approval. Call and ask how.

• Rear projection screens and scrim drops are approved with the same restrictions as backdrops above. Lighting or projection devices must be approved.

• Robotic or "smart" lighting will not be approved.

• Unit set elements may be covered to create furniture such as beds, couches, tables, thrones, etc.

• Actors wearing scenic items of any type must be approved, unless such devices are listed as characters in the acting edition cast listing of an approved play.

• A telephone booth will not be approved.

• Lightweight drapery swags or ribbon effect trims to suggest walls require set approval.

• Unit set flats used in any fashion that damages the element is considered a violation of the "set rule." Unit set flats used to create headers or roof lines must be supported wood-to-wood, not wood-to-canvas. Stiles or rails must rest on flats, pylons, platforms, step units or ramps.

• Any furniture item that creates a wall is considered "scenic."

• The lower units of kitchen cabinets that are essential for a play are considered furniture, but those that create walls are scenic and are seldom approved.

• The number of standard doors and windows are not limited: Doors may open on-stage. Loose-pin hinged doors may be pulled and the frames used so long as the doors are available to be re-hung as basic set elements.

• References in our correspondence to Subchapter Q, "Classification of Violations," should be changed to Subchapter F to correspond to the current C&CR.

I encourage a telephone call early in the fall as you are selecting your contest entry and planning your approach to the play. We don't mind a little research by phone. We can tell you if a play has been previously approved and give you some idea if your play and set ideas will fly.

ETHICS VIOLATIONS INVESTIGATIONS

Ethics hardly fits under the "set rule," but it probably is wise to remind those of you who were witnesses to students' and directors' behavior reported in violation of Section 1034 may be called to testify before the appropriate executive committee. Screaming at judges, contest managers and site crews prior to critiques and following the presentation of awards seems to suggest that somebody is out of control. Perhaps some of you failed to read Section 1034. Hopefully most problems can be handled at the district level, but I anticipate two or more appearances before the State Executive Committee.

I wish you all a restful summer and renewed energy for the encouragement and improvement of educational theatre and the lives of young people.

TILF Scholars



One of my worst middle school experiences was when my English teacher pulled me aside and told me I had to work on my writing skills. Crushed, but not defeated, I joined UIL Journalism when I got to high school. The skills I learned in UIL has helped me drastically improve my writing and gain confidence whenever I pick up a pen. I even served as editor of the yearbook this year. Because of Texas UIL, one of the worst writers in middle school now has a silver state medal hanging around her neck.

Amita Shah
San Antonio Cole
Spurs Foundation
Scholarship

Double-check to see that schedule complies with rules

I know that off-season is filled with a lot of bothersome chores, the least of which is scheduling games for next year. I am aware that many of you have already begun and may have even concluded this duty. However, before you submit your schedule for approval by your administration, please take a moment to review the following information to confirm that your schedule will be in compliance with UIL rules.

- First day for practice (boys' and girls'): Oct. 27, 1997
- First day for scrimmages, all conferences (boys' and girls'): Nov. 10, 1997
- First day for games, all conferences: Nov. 17, 1997

Coaches also need to be aware of Section 1206 item (k) HOLIDAY RESTRICTION RULE which states: A school shall not conduct contests or practices, use school facilities, personnel or equipment during five consecutive days of December. Any organized or required practice will be a violation of this regulation. Schools may choose any five consecutive days which include December 24, 25, and 26 with the following exceptions:

- (1) When December 26 falls on a Thursday, schools may participate in a tournament game on December 26.
- (2) When December 26 falls on a Thursday, schools still must follow a five-consecutive-day restriction, including December 24 and 25.
- (3) NO practice shall be permitted on any of the five consecutive days.
- (4) Travel will not be permitted on December 25.



Rex SPAIN

(5) Travel is permitted on the 26th if a tournament game is scheduled on December 27; however, no practice shall be permitted on the 26th.

In 1997, December 26 is on a Friday and it must be included in the five-consecutive-day restriction.

• The Girls' state tournament is first weekend in March. (5th, 6th and 7th).

• The Boys' state tournament is the second weekend in March (12th, 13th and 14th).

Section 1230 item (b) (1) There shall be no school basketball practice for a student or a team, before or after school, until the 19th Monday prior to the Girls' State Basketball Tournament or during the five-day holiday restriction, or after the last date for certifying district champions, except for teams who have not been eliminated in playoffs.

Every five years, the calendar will roll forward one week. This is the case for the 1997-98 school year. However, this does not mean that there will be any loss of playing dates or games for the season.

• No team or student shall compete in more than three invitational tournaments, plus 22 basketball games for class A, 2A, 3A.

• No team or student shall compete in more than three invitational tournaments, plus 21 basketball games for class 4A and 5A.

• If the district champions in conferences 4A and

5A have a bye for the first round of the play-offs, those schools may schedule a warm-up game in addition to the game limits. This additional game shall be played on a non-school night with no loss of school time.

• Please note that certification dates in class A and 5A will correspond with one another respectively for both boys and girls.

• Districts also need to allow enough time in their district schedules to allow for playoff situations to break ties, etc. Schools should use the written guidelines set forth in their district minutes prior to the season to make these determinations. If there are no written policies, please use the C&CR for your source of reference.

• As a result of the referendum ballot of class A superintendents and the approval of the State Board of Education, conference A district basketball representatives will be certified one playing date earlier. A regional qualifiers game will be added prior to a two-day regional tournament with four teams participating at the regional tournament.

Therefore, schools should make sure that as they set their district schedules, they make the necessary adjustments in their schedules to reflect this change.

I realize that I may have given you repetitive information, as well as some new information, but you would be surprised how many phone calls our office receives regarding these types of situations. Therefore, if this prevents any coach from making a scheduling error, then it has been well worth the time it took to read this information.

Best of luck to each of you in your upcoming season. If you have any questions please give our office a call, or e-mail us at uilath@uts.cc.utexas.edu.

PUBLIC reprimands

FOOTBALL

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

SOCCER

Jason Ceyanes, Dickinson
Don Nelson, San Antonio
Churchill
Marshall Huston, Carrollton
Turner
Joel Gaspar, Edinburg North
Larry Schaeffer, San Antonio
Churchill

SOFTBALL

Brian Sedlacek, Klein Forest
Tony Castillo, Austin Johnston
Amy Coulter, Alvarado

VOLLEYBALL

James Morton, Sulphur Bluff
Laurie Bruscatto, Dallas Adams

BASKETBALL

James White, Houston Cullen
Middle School
Phillip Moore, Mineola
Raul Mendoza, Valley View Jr.
High
Jefferson Teague, Tolar
Steve Myatt, Gruver
Shelia Davis, Dallas Adams
Kyna Massey, Sulphur Springs
Tommy Thompson, Abilene
Cooper
Kathy Randolph, El Paso Bowie
VonDonna Birchner, Houston
Yates
Kurt McGrath, Milford
Hubert Sithran, Duncanville
Reed Middle School
Daniel Hinojosa, Amarillo
Bowie

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
Brian Gawrezewski, Teague
Carl Anderson, Fort Worth
Castleberry
Mike Eckles, Amarillo
Jim Gatewood, Richardson
Celso Oliveira, Benavides
Bill Poland, Brazoswood
Thomas McAdams, Palacios
Herb Rios, Littlefield
Herman Johnson, Dallas
Jefferson

How I spent my summer vacation:

In order to protect students, coaches need to know off-season restrictions

When coaches discuss off season non-school program planning, three thoughts should come to mind. First, coaches should review what they *may* do in relationship to the students they coach and in relationship to the facilities they use. The word *may* implies that coaches have a choice whether or not they participate in off-season activities, or whether or not schools choose to have their facilities used during the off season.

Second, coaches should know what they *must* do if they choose to participate in off-season activities. *Must* parameters serve as a foundation for 7th through 12th grade coaches in football, basketball, volleyball and soccer programs. Softball and baseball have the same restrictions, but also have specific exceptions which will be explained later in this article. Things that coaches *must* do are found in the Off Season Document, in the Coaches Code of Conduct, and in other areas of the *Constitution and Contest Rules*. These documents should be reviewed annually during professional development training.

Finally, coaches must know what they *cannot* do when providing opportunities for off-season participation. It is this category — whether by rule or by interpretation — that is often the basis for controversy.

When coaches are involved in non-school



Cynthia DOYLE

activities during the off season, they may be present to supervise facilities and school equipment. For non-school competition before and after the school season, school coaches may assist in organizing non-school leagues.

Coaches may participate as "all star" coaches if the event is approved in writing by the school superintendent, and if there are no students involved from the coaches attendance zone who have eligibility remaining in that sport.

What coaches *must* do is demonstrate professionalism. When coaches participate in non-school activities, they must abstain from any practice that makes a student feel pressured to participate in non-school activities. The decision whether to participate will be made by the student athlete and the parent. Although posting or providing brochures on a variety of non-school opportunities is not pressuring students to participate, collecting registration fees for a specific non-school activity might be.

Second, coaches *must* adhere to policies that do not force athletes to specialize or restrict them from participating in other sports. As spectators, we admire multi-talented athletes but as coaches, it seems we are often too anxious to redirect a student who might show interest in two things at once. We often state that students with multiple interests are not focused. By our practices we have lost sight of why we have programs. I will be the first to admit that every kid is *not* talented in all things, and that when students find something they are good at, someone should help them recognize their potential. But sometimes, students need the team more than the team needs them. Sometimes, we as coaches look for ways to eliminate marginal athletes rather than for ways to develop them.

Since the list of what coaches *may* and *must* do is fairly short, you would think the list of what they *cannot* do is too long to include in this article. However, this specific review of the rules will cause coaches to re-evaluate their involvement as well as the involvement of rival coaches in other non-school programs. The purpose of off-season rules are to assure that no advantages are gained prior to beginning next year's season.

The following list outlines the intent of restrictions placed on coaches, when non-school

UIL has no plan to incorporate central-site concept

As football is being discussed, it is important to bring up at least one controversial issue. Several cities in Texas have been working to develop a plan for a central-site football championship. Coaches should know the UIL has no plan to incorporate central-site. Coaches across the state have been adamant about their displeasure with this concept. Until our schools and our coaches indicate a desire for a central-site, all discussions will be just that—talk. While we cannot prevent presentations from being made to the Athletic Committee, coaches can rest assured the UIL staff will not pursue any topic that doesn't come from the grass roots—the schools and their coaches.

After reading all the changes that are listed below, don't hesitate to call for clarification. Best of luck in preparation for the 1997 season. As spring drills come to a close, remember the Texas Bowl and a state championship are just around the corner.

— Charles Breithaupt

Working more overtime hours

This fall, the NCAA overtime system will be used in all varsity football games; other rule changes in the works

Some folks used to say there were only two sports in Texas — football and spring football. Whether this is true or not, it is apparent schools across the State of Texas are busy preparing for the 1997 football season with spring training or off-season programs. As coaches make ready for a new campaign they should take note of several significant changes.

The first change involves the NCAA overtime system. History was made in Texas high school football in 1996 with the elimination of the 70-year-old penetration system and the introduction of overtime. Following the season, a survey of Texas high school coaches showed that 91 percent of them approved of the system. Because of this great support, the UIL has decided to take the overtime system even further.

This fall, the NCAA overtime system shall be used in all high school varsity contests. Varsity non-district, district, and playoff games tied at the end of regulation will be determined in overtime. Sub varsity and junior high games shall not use the overtime system. These games will remain tied.

The NCAA in February voted to alleviate a problem with multiple overtime games. Several games went beyond three overtimes in 1996. In 1997, beginning with the third overtime period, teams scoring a touchdown must attempt a two-point try. A one-point try by a team, although not illegal, will not score a point. The NCAA Football Rules Committee believes this will curtail the length of overtime games by eliminating the kicking game after two periods.

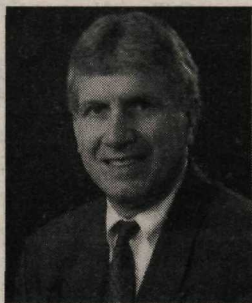
UNIFORM CONCERNS

Another area of concern of the committee was the uniform. Coaches on the committee expressed dismay at the appearance of some players. The lack of discipline in appearance was considered an integral factor in the deterioration of team play.

This fall, players of a team must wear jerseys, pants and helmets of the same color and design. Furthermore, if worn, socks and leg coverings must be of the same design and length and in the team's colors (exception: white sweat socks).

Jerseys must be full in length, reaching the belt-line. If the midsection is exposed, an undershirt must be worn and must be tucked in. Neither shirt nor jersey may extend beyond the belt-line. Effective for the 1999 season, the jersey must be full-length and tucked into the pants.

Coaches are reminded of another UIL rule change effective August 1, 1997. Schools are allowed a maximum of four rather than two football teams to participate in a practice scrimmage. This eliminates problems when a two way scrimmage is canceled. Caution should be taken by overzealous coaches to prevent these scrimmages from going too long. In a four way scrimmage, the coaches should work together to keep the number of plays to a normal level.



Charles BREITHAUPT

1997 CHANGES

- 1-3-1-i—Add: Ball-drying devices near the sidelines or in the team area are prohibited.

- 1-4-3-a—Edit: Players of a team shall wear jerseys of the same color and design.

- 1-4-4-a—Add: Players of a team shall wear pants of the same color and design.

- 1-4-4-b—Edit: Players of a team shall wear helmets of the same color and design.

- 1-4-4-e*—Add: Note: Effective August 1, 1999, the jersey must be full-length and tucked into the pants.

- 1-4-4-h*—New: If worn, socks and other leg coverings must be of the same design and length and in the teams colors (Exception: White sweat socks).

- 1-4-6-b—Add: Examples: A player(s) not wearing a helmet or mouthpiece. VIOLATION—Rules 3-3-6 and 3-4-2-b (S23, S3 or S32).

- 2-3-3—Rewrite: A chop block is:
 - a. An obviously delayed block at the thigh or below against an opponent who is in contact with a teammate of the blocker, is in the act of disengaging from the first blocker, or has just disengaged from the first blocker but is still confronting him. If questioned, the contact is at the thigh or below.

- b. A high/low combination block by two non-adjacent linemen with or without a delay between contacts. (Exception: There can be no chop block against the runner). Examples include, but are not limited to, the following situations:

1. On a forward pass play, a player blocks low and delayed against an opponent who is in a blocking confrontation as described in 2-3-3-a.

2. On a running play, a back blocks low and delayed against an opponent who is in a blocking confrontation as described in 2-3-3-a.

3. On a running play, a lineman blocks low and delayed against an opponent as the flow of the play is a clearly away from the blocking confrontation as described in 2-3-3-a.

- 3-1-3-f—Add: Beginning with the third extra period, teams scoring a touchdown must attempt a two-point try. A one-point try by Team A (although not illegal) will not score a point.

- 3-2-5—Add: On a free kick, the game clock will be started when the ball is free kicked and stopped when the ball is dead by rule. On a free kick during the last two minutes of either half, the game clock shall be started when the free kicked ball is legally touched.

- 3-2-5-a—Add: 11. For a fumble out of bounds in advance of the spot of the fumble (Exceptions: Legal kick downs and when Team B is awarded a first down).

- 3-3-3-c-e*—Rewrite: c. If a game is suspended under Rules 3-3-3-a and b after four periods of play and cannot be resumed, the game shall be ruled a tie. The final score shall be the score at the end of the last completed period. d. If a game is suspended under Rules 3-3-3-a and b before the end of the fourth period and cannot be

resumed, conference policy shall determine whether the game will be resumed at a later date or terminated (and the final score).

If no conference policy is applicable to both teams, the directors of athletics at the participating institutions or designates, in consultation with the coaches, shall determine whether the game will be resumed at a later date or terminated and the first score.) e. A suspended game, if resumed, will begin with the same time remaining and under the identical conditions of down, distance and field position.

- 4-1-2-a—Edit: A live ball becomes a dead ball as provided in the rules or when an official sounds his whistle (even though inadvertently) or otherwise signals the ball dead.

- 6-1-2-b—Edit: After a safety, when a punt or drop kick is used, the ball shall be kicked behind the kicking team's restraining line.

- 6-4-1-a—Add: A player who violates this two-yard restriction may tackle the runner but not rough him. Roughing the runner or receiver is considered a contact foul for the purposes of penalty enforcement.

- 8-3-3-b-a—Edit: Team A shall have the option of declining the score and repeating the try after enforcement or declining the penalty(ies) and accepting the score.

- 8-3-3-c-3—Edit: If a player of Team A fouls before Team B possession, the penalty is declined or becomes an offsetting foul.

- 8-3-3-f—Edit: Kick-catch interference: The penalty for interference with a kick catch is declined or becomes an offsetting foul.

- 8-3-4-a—Edit: Distance penalties against either team are declined.

- 9-1-2-e-1—Edit: Offensive players at the snap positioned more than seven yards in any direction from the middle lineman of the offensive formation or in motion toward the ball at the snap are prohibited from blocking below the waist toward the ball behind the neutral zone and within five yards beyond the neutral zone.

- 9-1-2-e-5—Edit: A Team A player behind the neutral zone and in position to receive a backward pass shall not be blocked below the waist or otherwise roughed.

- 10-2-2-g—Rewrite: 1. Personal-foul penalties for fouls be opponents of the scoring team during a down that ends in a touchdown may be penalized on the try. 2. Defensive pass interference fouls on a try from the three-yard line are penalized on-half the distance to the goal line or, if the try is successful, the penalty is declined. 3. When a foul(s) occurs after a touch down and before the ball is ready for the touchdown play, enforcement is on the try. 4. Live-ball fouls during field goal plays will be penalized by rule. To accept points on a successful field goal, Team A must decline Team B live-ball fouls. A successful field goal may be canceled and the penalty(ies) enforced by rule. (Exception: Rule 10-2-2-e Exception 4). Live-ball fouls penalized as dead-ball fouls and dead-ball fouls following a field goal down will be enforced at the succeeding spot. (Note: 10-2-2-g-5 is unchanged.)

*Subject to approval by NCAA Executive Committee May 6-8, 1997.

Accountability for sports officials is essential

When UIL member schools voted in an automatic penalty system for coaches ejected from athletic contests some five or six years ago, the natural cry from coaches at the outset was "what about the officials?"

Today, the cry is just as loud.

Our athletic staff suggested two years ago that coaches were doing a better job of acting like positive role models because ejections on a yearly basis were declining. Athletic director Charles Breithaupt said that a one-game suspension or the coaches' name printed just once in the *Leaguer* in addition to the one-year probation might be more appealing to some coaches than having their names in the *Leaguer* for a 12-month period.

The option of the one-game suspension or the year-long public reprimand is based on the fact that the coach has satisfied the Coaches and Officials Positive Expectations (COPE) requirement.

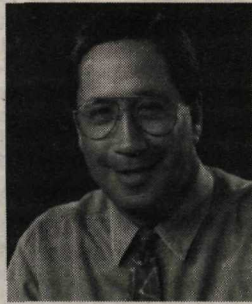
While the automatic penalty imposed on coaches has evolved into letting a coach still receive a one-year probation and one-time public reprimand or the choice of a one-year probation and a suspension of the next regular season contest, coaches and schools still wonder what accountability exists for officials?

Sports officials also are required to satisfy the COPE requirement or they are not eligible to work UIL playoff games. The League has stressed from day one that it doesn't care if it is the best official in the officials chapter, if he or she has not been through the COPE program, he or she will not work the playoffs.

Does the accountability for officials stop there? No. It never has, but our office needs to do a better job informing schools that when an official is in error, there likely will be a penalty imposed on that official.

We are not talking about when an official makes the worst call in the history of the game of baseball at first base or home plate. Or when your player has been stationary so long that grass has started to grow under his or her feet, but still gets called for blocking.

What we *are* talking about is when officials said



Peter CONTRERAS

it was okay to play overtime in the first game of the football season last year. Or when they allow overtime in soccer instead of going straight to a shoot-out as required by rule.

How about when a softball umpire tells both schools involved that he and his chapter work only

time-limit games (90 minutes) although the district executive committee never adopted such a policy for district games. I took that phone call from one of the schools involved and to say I was a little miffed with the sports official profession is an understatement.

You see, we are not talking about judgment calls here. To borrow a phrase, what we have here is a total disregard for the rules. Or a lack of knowledge of the rules. In either case, the actions of the officials are regrettable.

Regrettable because their actions cost you and your school. But more importantly, it costs your kids. Your actions cost your schools sometimes. They cost your kids sometimes.

When a coach is at fault, we always have stood in defense of a sports official. But we don't have our head buried in the sand and think the official is always right. Our office has turned back 51 ejections to the Southwest Officials Association this school year thus far. Some of those rejections were because the official misapplied the ejection rule in that sport or admitted after the fact that he or she overreacted in ejecting the coach.

Coaches have appealed their ejection 21 times to the State Executive Committee, 10 were denied, six were granted and five are still pending.

Our structure and the Southwest Officials Association structure does not allow for sports officials to have their name listed in the *Leaguer* like coaches. But

State Softball Tournament

May 16-17, 1997 • Pleasant Valley Sportsplex,
1109 South Pleasant Valley Road, Austin

Semifinals, May 16	Finals, May 17
2A — 1 and 3 p.m.	2A — 9 a.m.
3A — 5 and 7 p.m.	3A — 11 a.m.
4A — 1 and 3 p.m.	4A — 4 p.m.
5A — 5 and 7 p.m.	5A — 6 p.m.

State Baseball Tournament

June 5-6, 1997 • Austin

Semifinals, June 5

1A — 11 a.m. and 1 p.m., Burger Center
2A — 5 and 7 p.m., Burger Center
3A — 4:30 and 7 p.m., Nelson Field
4A — 12 noon & 2:30 p.m., Disch-Falk Field
5A — 5 and 7:30 p.m., Disch-Falk Field

Finals, June 6

1A — 8:30 a.m., Disch-Falk Field
2A — 10:45 a.m., Disch-Falk Field
3A — 1:30 p.m., Disch-Falk Field
4A — 4:30 p.m., Disch-Falk Field
5A — 7 p.m., Disch-Falk Field

when the officials do err, what happens?

They are reprimanded. More often than not, it is a game suspension or some kind of a fine penalty.

When that happens, we will do a better job of informing the schools involved as to the action. We will ask the chapter or association to write and inform us and then to notify the two schools involved.

Does it level the playing field now for both parties involved? I don't think our concern has ever been such or should it be an eye for an eye attitude. Knowing that accountability is required for officials like it is for coaches may help a relationship that at times is perceived as adverse.

Off-season restrictions viewed as protector for coaches

CONTINUED FROM PAGE 13

entities tap the talent of school coaches. When coaches are involved in non-school ventures, school coaches shall not:

- use school equipment for non-school leagues;
- instruct students from their school district attendance zone, except at specified in baseball and softball. (School coaches may coach non-school composite summer league baseball or softball teams/squads if no more than six incoming 10th-12th grade students from that coach's school district attendance zone are on the team/squad.);
- require students to play on a non-school team in any sport as a prerequisite to playing on a school team.
- register, provide transportation, meals or lodging connected to non-school activities;
- be present at non-school team practices during the school season, or specify to a non-school coach who to play, which offense or defense to use, which drills to run or how athletes should be disciplined;

• encourage a student in any way to change schools for the purpose of participating in a UIL activity or influence the student to enroll in any school other than the appropriate attendance zone; or

• use school or booster funds to finance non-school activities.

The guidelines listed in this article are specific to non-school coaching restrictions. These restrictions do not prohibit school districts from leasing the gym, court or field space to private individuals who may give camps, clinics or other private instruction.

These restrictions do not prohibit a school district from offering open gym as specified in section 1206(h) of the *Constitutions and Contest Rules*.

These guidelines do not even prohibit a school district from allowing in-district coaches to provide six-day camp or clinic or summer instruction for student athletes in grades K-8, as specified in the "Camp Rule."

As we go into off season, program evaluation is

not enough. Knowing what coaches *may* do, what they *must* do, and what they *cannot* do is important. Coaching restrictions are specific in relationship to non-school activities. They are viewed by schools as the equalizer of UIL activities. They are written to protect the student, to guarantee student athletes have opportunity for a variety of coaches, and to provide a second chance at starting or playing new positions when it wasn't possible on the school team. The restrictions are also viewed as a protector for coaches. It protects coaches from having to meet demands from non-school programs. It allows coaches to have summers free so they can become re-acquainted with their families, return to school, supplement their incomes or just sit in the front yard and watch their grass grow.

Participating in off-season activities can give one school a huge advantage over another. Therefore, we must continue to view restrictions on coaches during off-season months as our program's great equalizer, and we should seriously ponder the impact that removing these restrictions would have on the overall program.

It's the school's responsibility to teach the importance of competition

Life is about competition, and the sooner our young people realize that reality, the better they will be able to compete in all facets of their lives. But competition does not mean always having to win. What it really means is walking away from a test, an event, a competition of any type, and knowing you've done your best.

Competition teaches the importance of preparation, teamwork and self-worth. In preparation, students need to understand the philosophy of 'the will to win is not nearly as important as the will to prepare to win.' Of teamwork, students learn 'There is no I in teamwork.' Getting along and working with others is something they have to do the rest of their lives. And, most importantly, self-worth: if at one meet, a person is not 'picked' the way he believes he should be, it is not a reflection of self-worth in the total scope of the world or life. On the other hand, if a student is 'picked' as one of the best, it doesn't mean that student is suddenly the most important person around. A critical responsibility of schools is to teach young people the importance of competition, but help them to keep the importance of winning in perspective.

— Jane Burleson, Rocksprings High School, in her successful nomination form for a UIL/Denius Award.

SOCCKER RULE ERROR

Rule 12, Section 7, Article 2 of the Soccer Rule Book should state: Art. 2...A goalkeeper shall not intentionally parry the ball and then take possession or control of it with his/her hands before it has been played (or touched) by another player (of the same team outside the penalty area or an opposing player either inside or outside the penalty area.) This restriction shall not include those situations in which the ball accidentally rebounds from the goalkeeper making a save or play." The words in brackets {} must be added to page 33 and page 44.

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.

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.

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.

FLORESVILLE HS

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

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.

HARLANDALE HS

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

SOUTH SAN ANTONIO HS

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

LITERARY CRITICISM

The official source for handbook test items will be the ©1996 seventh edition of *A Handbook to Literature* by William Harmon and C. Hugh Holman, from Prentice Hall Publishing Co.

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.

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 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.

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.

SEALY & GEORGE WEST 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 former 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 & HOUSTON WHEATLEY 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.

WYLIE ISD

The District 12AAAA Executive Committee issued a public reprimand to Wylie ISD and put Wylie High School on through the 1997-98 basketball season, for failing to have a uniformed police officer present at a district basketball game. The committee also issued a public reprimand to Quinlan ISD and put Quinlan High School on probation for all UIL athletic activities for lack of fan control. In addition, they banned a Quinlan fan from attending all UIL athletic activities involving District 12 AAAA schools through the 1997-98 school year. They issued a reprimand to all Wylie and Quinlan student representatives who were involved in a fight, and put them on probation through the 1997-98 school year. They issued a reprimand to the players from both schools who were on the floor but not involved in the fight.

BARBERS HILL ISD

The District 22 AAA Executive Committee issued a public reprimand to Barber's Hill ISD for unsportsmanlike conduct of fans after a basketball game. In addition they banned three Barber's Hill fans from attending any Barber's Hill athletic activities through the 1997-98 school year.

WHARTON HS

The State Executive Committee issued a public reprimand to Mr. Joe Pantalone, basketball coach, Wharton High School, suspended him from the first two district basketball games of the 1997-98 season, and placed him on probation through the 1998-99 school year, for verbal abuse of a game official.

CEDAR HILL HS

The State Executive Committee placed Cedar Hill High School on probation through February 19, 1998, for violation of Section 1209 (f) and (g), and commended the school for the prompt action taken. In addition, Ms. Maria Schell, softball coach, was suspended from coaching all UIL activities for the remainder of the 1996-97 school year.

COLDSPRINGS HS

The State Executive Committee issued a public reprimand to Coldspring Jones High School and to Pat Moynahan, Athletic Director, for violation of state law (no pass, no play). As a condition of the probation, the school must submit written procedures (approved by the school board) for checking grades and eligibility of athletes to the UIL.

LANGHAM CREEK HS

The State Executive Committee placed Houston Langham Creek High School on probation through February 19, 1998, and suspended a student representative of the school from all UIL activities for the remainder of the 1996-97 school year for verbal and physical abuse of a game official.

MONAHANS HS

The State Executive Committee issued a public reprimand to Martina Carrillo, volleyball coach, Monahans High School, and placed her on probation through February 19, 1999, for violation of coaching restrictions.

EASTLAND HS

The State Executive Committee barred a fan of Eastland High School from attending any UIL activities through the first two home basketball games of the 1997-98 school year for verbal abuse and threats against game officials. The committee also commended Eastland ISD and Ballinger ISD for the swift action taken in the situation.

DALLAS PINKSTON HS

The State Executive Committee issued a public reprimand to Dallas Pinkston High School, placed the school on probation through February 19, 1998, and suspended a student representative of the school from all UIL activities through the first five basketball games of the 1997-98 school year.

HEREFORD HS

The State Executive Committee issued a public reprimand to Eddie Fortenberry, girls' basketball coach, Hereford High School, and placed him on probation through February 19, 1998, for violation of the holiday restriction. In addition, Hereford ISD is to submit a plan to the UIL describing what action will be taken to prevent similar incidents from occurring in the future.

ASPERMONT HS

The State Executive Committee issued a public reprimand to Aspermont High School and placed the school on probation through February 19, 1998, for physical contact of a game official by a fan of the school.

SAN ANTONIO JAY HS

The State Executive Committee issued a public reprimand to Michael Floyd, basketball coach, San Antonio Jay High School, and placed him on probation through February 19, 1998, for violation of the 60-minute practice rule.

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	