

The National Federation has made several changes to the rules governing basketball games including changing the number of time-outs and requiring players to wait after free-throws.

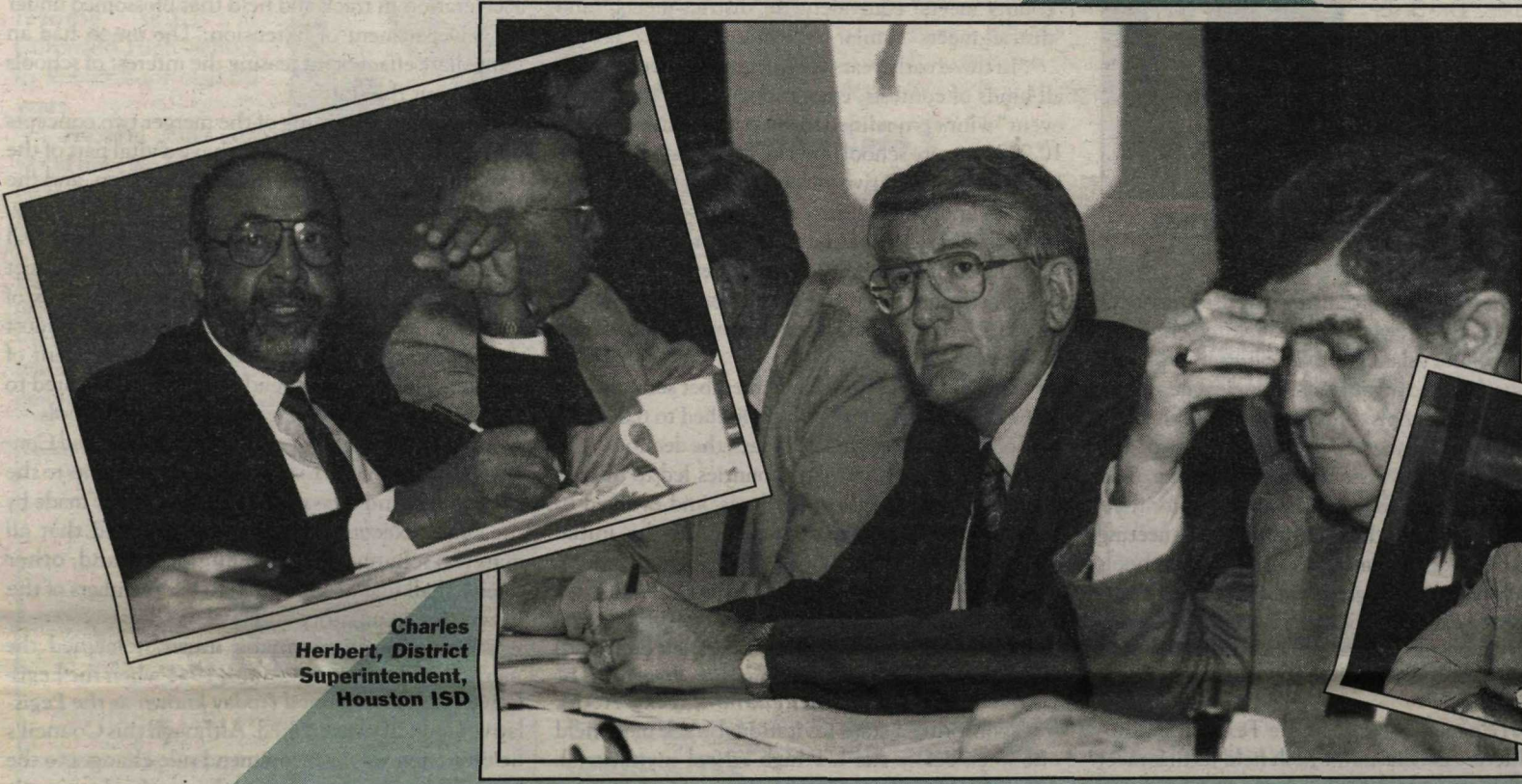


UNIVERSITY INTERSCHOLASTIC LEAGUE

OCTOBER 1997

# Leaguer

Volume 82 • Number 2



**Charles Herbert, District Superintendent, Houston ISD**

**Robert Ryan, Superintendent Seminole ISD**

**Wayne Schaper, Executive Director of Administration, Spring Branch ISD**



## Council takes sensitive issues in stride

*Rule-making body deals with everything from eligibility to contest creation*

**By Bradley Wilson**  
Managing Editor

Legislative Council meetings are not known for their brevity. In fact, in an effort to hear from everyone interested in a particular issue, discussion may go on for hours. But according to Council members, the ability to hear from all sides of an issue is the UIL's greatest strength.

This October's meeting of the council promises to be no exception.

Jill Shugart, superintendent of Garland ISD and chair of the Legislative Council's Athletic Committee, said she tries to get input from a variety of sources before making any decision.

"I want to know how the superintendents in my region feel. I also care about how principals in my own district feel," she said. "Sometimes you just end up having to go with whatever your feelings are based on the results that are presented at the Athletic Committee or Council meeting."

Bill Mayfield, superintendent of Happy ISD and chair of the Legislative Council, said getting such a great variety of input and the ability for citizens, school employees and UIL officials to express their opinions is one of the positive aspects of the League.

"You try to vote the way you think is best for the whole group of students," Mayfield said. "You see what's going on state-wide. It's a learning situation."

Shugart said, "It's one of the most democratically operated bodies I've ever been associated with."

As with most legislative bodies, the Legislative Council is divided into committees which examine the finer points of rule changes and other issues and make recommendations to the Council. During the summer, the committees on academics, athletics, policy and music meet and work with UIL staff members to formalize recommendations regarding issues brought before them by any individual.

Then, in October, the entire Council meets to discuss committee recommendations and other items. Major rule changes that pass are sent to school superintendents for a vote. Each superintendent has one vote for each high school within that school district. Finally, all rules are submitted to the State Board of Education for approval, disapproval or modification.

Dan Jones, superintendent of Trenton ISD and member of the Academic Committee, said, "I really like the process. I like the opportunity for people to approach the Council in an open forum."

For example, Jones said the Council certainly would be hearing about the issue of establishing a common site for football state play-offs at this month's meeting. "That's the issue on everyone's mind," he said.

In an attempt to get input from all around the state, the UIL sent out a survey to all superintendents



*"The perception is that it's a bunch of former coaches sitting around making decisions.*

*In reality, I believe they do what's best for kids."*

**JILL SHUGART, SUPERINTENDENT**  
Garland ISD  
Legislative Council  
Athletic Committee  
Chair

in Texas asking them if they favored establishing a common site for the state championship 11-man football games in Conference A through 5A. The results of the survey will not be available until the Legislative Council Meeting. In addition, Mayfield said, he's polled many people in the San Antonio area to get their opinions.

Dr. Charles Breithaupt, athletic director for the UIL, said there are definitely two sides of this issue that the Council will consider. "The common-site issue proposed by Fox Sports could create a festival atmosphere for teams and fans during championship weekend. However, this must be weighed against the potential travel problems not only for the teams involved but for the fans of the teams."

Mayfield said he hasn't decided where he stands on the issue yet. He said this is one of those issues that "you just let the whole group decide."

And Shugart said the Council will have to deal with even tougher issues as school systems change in Texas, citing year-round school, charter schools, private schools and eligibility as some of the bigger issues.

For example, currently, if students transfer between high schools, they can lose one year of UIL athletic eligibility. However, some schools allow transfers between schools in the same district to alleviate overcrowding, to obtain a racial balance or to solve

**continued on page 3**

UT often resists special interest groups, takes brunt of criticism for hard-line rules

## League survives thanks to 'guiding hand'

[This article is the first in a series to trace the relationship of the University Interscholastic League and The University of Texas at Austin. From its beginning in 1910 to the present, a trustee relationship has nurtured the partnership.—ed]



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In 1909 the Extension Bureau was created at The University of Texas. Dr. S. E. Mezes, president of The University, commissioned John A. Lomax, university registrar, to visit colleges and universities in the Midwest to survey their extension department activities.

John Lomax reported to Dr. Mezes that the most promising extension services seemed to be the newly organized interscholastic leagues. Dr. Mezes asked Dr. E. D. Shurter, professor of public speaking, to organize a similar league among Texas secondary schools. Shurter promoted the idea the following December at the convention of the Texas State Teachers Association in Abilene. The teachers, thirsty for a forum of competition for their students, endorsed the idea. The first annual meeting on May 6, 1911 opened membership to high schools and schools below the high school rank. The Debating League of Texas High Schools became the Debating and Declamation League of Texas High Schools. Early competition was limited to only two types of public speaking.

In 1912 a merger between the Texas Interscholastic Athletic Association, which held its first meet at The University in 1905, and the Debating and Declamation League of Texas High Schools, organized in 1910, created what is now known as the University Interscholastic League. University of Texas Bulletin No. 274, issued April 8, 1913, describes the merger of the two organizations:

"The University Department of Extension is desirous of promoting in the schools of Texas the study and practice of public speaking and debate as an aid in the preparation for citizenship, and also of assisting the schools in the matter of physical education through the organization, control and standardization of athletics."

As early as 1910, the state was divided into 10 districts with counties composing the districts competing for representation at their respective district meets. This arrangement brought 10 district winners to the first state meet on May 10, 1911. Individual counties arranged their own contests under the jurisdiction of a county executive committee selected by

the schools in that county. This executive committee concluded its annual duties by certifying its winners to its district committee.

The district committee, appointed by the state chairman at UT-Austin, then took over and conducted contests among the various county winners who had been certified. After the district meet, the district committee certified the winners to the state meet. This arrangement has survived today with "county meets" equivalent to "district meets," and "district meets" similar to "regional meets."

In those early years counties experimented with all kinds of contests, even though only "prescribed event" winners qualified to district. With as many as 10,000 separate school units in Texas, Roy Bedichek insisted that the active participation of thousands of teachers and administrators was vital to finding new and efficient ways of conducting contests, discovering suitable subject matter for competition, training judges, refining rules, and developing ways to settle disputes. Yes, even back then there were protests and problems.

By 1921 there were 3,000 member schools, and in 10 more years, membership climbed to 6,000. As schools consolidated in later years, the decline of the number of schools in many counties led to district meets which ignored county lines, and evolved to the current district meet structure as the initial qualification meet.

In the November, 1930 *Leaguer*, Charles W. Ramsdell, professor of history at The University, described the merger of athletics (track and field) with the Debating and Declamation League. The University's chief rival (then and now), Texas A&M, was sponsoring a state invitational track meet held one week before the UT high school invitational. Texas A&M paid traveling expenses of six boys from each team that had won in a local meet, and for any athlete who won as many as 12 points in such a meet. UT could pay nothing toward travel expenses. The better teams found A&M's offer more attractive. On May 6, 1911, 90 athletes from 11 high schools and four academies came to Austin. The entry fees were barely enough to pay for the medals, which, as a financial precaution, were not ordered until after the meet. A. G. Spalding and Brothers donated silver loving cups for the team champions.

As the 1912 meet approached, schools began to show more interest, and the costs of travel prevented large attendance. Some schools had no experience with track and did not have a coach. One superintendent wrote to ask what a hurdle looked like and asked if the 12-pound hammer was a sledge hammer. But the 1912 meet showed a slight increase over 1911, and officials gave out medals, banners, and silver cups at the meet. The attendance was larger

partly because Professor Ramsdell told his classes they had the option of taking a quiz on the day of the meet or attending the meet. The classes had unanimous attendance at the track meet. To combat the financial incentives A&M was offering, UT refunded 40 percent of a visiting team's railway fare. This was the turning point, but the real clincher was joining forces with the Debating and Declamation League.

In 1913, 41 schools and 248 athletes started an acceleration in track and field that blossomed under UT's Department of Extension. The union had an immediate effect of increasing the interest of schools throughout the state.

From the beginning of the merger two concepts were prominent: schools must have a vital part of the governing because it was their organization, and the financial responsibility was upon The University. The "annual meeting" of delegates was the approval mechanism. For years the delegates at the spring meet formulated rules, regulations, and modifications of structure. Yet, in fact, The University had almost total authority. It is fortunate that the president of the association in those early years was dedicated to the extension's ideal of service to public schools.

In 1915 Article XV of the *Constitution and Contest Rules* was revised to read, "All amendments to the *Constitution* and rules of the League shall be made by the State Executive Committee, provided that all material changes in the eligibility and other rules...shall first be submitted to the members of the League for an advisory vote."

This policy, essentially intact, remained the method of changing rules until 1941 when the Legislative Advisory Council (today known as the Legislative Council) was created. Although this Council's first function was to recommend rule changes to the State Executive Committee, it has evolved to recommending rules for a ballot vote of member schools. Rather than having the chair of the State Executive Committee appoint members, schools elect 20 Council members. Eight additional members are appointed to reflect gender, ethnicity and school population.

The University of Texas created and nourished the University Interscholastic League during its infant years, often resisting the self-interests of change artists and special interests, and many times taking the brunt of criticism for hard-line rules. But there is no doubt that the League could not have survived without the strong guiding hand of UT. The State of Texas owes a huge debt of gratitude to the cast of university presidents, deans, and professors who carried the grand vision of educational focus through a changing world with constant devotion to the educational benefits of interschool competition.

*Next issue: Problems and solutions: The development of rules to protect us from ourselves.*



**Bill Farney**

Director

## Leaguer

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## Spelling director dies after battle with cancer

Ellen Harris, long-time UIL director of spelling and vocabulary contests, passed away on July 25 after a six-month battle with a brain tumor. In her honor, the Texas Interscholastic League Foundation will award a \$500 scholarship in 1998.

Prior to her work with the UIL, she taught remedial to advanced reading skills at Coronado High School in Lubbock for over 20 years.

An avid golfer and world traveler, Ellen will be remembered for her dedication to education and for her perpetual sunny smile.

Her family also suggests donations to Upward Bound, P.O. Box 45012, Lubbock, TX 79409, an organization dedicated to one of Harris' life missions - teaching children to read. This year, Upward Bound marks the 12th anniversary of its "Ellen Harris Academic Decathlon" team competitions.



**ELLEN HARRIS**  
UIL Spelling and Vocabulary Contest Director Ellen Harris died July 25 after undergoing treatment for six months.



*Anybody can send in anything they want to bring up. Each year we listen to (a wide variety of issues). Every meeting we have is an open meeting.*

**BILL MAYFIELD, SUPERINTENDENT**  
Happy ISD  
Legislative Council Chair

### Council takes ... continued from page 1

transportation problems.

"Eligibility issues are going to be interesting in the next few years," she said. "As choice becomes more widespread, then the choice issue is going to become a big one."

Shugart said the issue of private schools "really didn't materialize" although some schools have expressed a long-standing interest in joining the UIL. To obtain opinions from private schools, UIL Director Bill Farney sent a survey to more than 180 private schools, and 61 replied. Of those, 46 percent expressed an interest in joining the League.

Especially when issues are closely split between sides, Mayfield said he tries to make sure that decisions are fair for everybody.

"Trying to deal with (special concerns) and make it palatable for everyone is tough at times," he said, "but we're always trying to make it a level playing field for everyone."

Shugart went one step further.

"The perception is that it's a bunch of former coaches sitting around making decisions. In reality, I believe they do what's best for kids," she said.

# Judicial committees, courts already ruling on appeals

By **Bonnie Northcutt**  
UIL Director of Policy

Less than two months into the school year, UIL judicial committees and state courts are ruling on appeals concerning student athletes changing schools for athletic purposes. The UIL State Executive Committee (SEC) serves as the "supreme court" of the League. Texas Education Agency commissioner Dr. Mike Moses appoints the committee which has been designated to hear eligibility appeals on his behalf.

### Case 1

On Sept. 2, the State Executive Committee upheld the decision of a district executive committee in six of seven appeals regarding changing schools for athletic purposes. Seven students had changed from one school to another (approximately 20 miles apart), and the athletic director from the first school (school A) alleged that several athletic-related factors caused students to change schools. Those factors included:

- some students had been disciplined by school coaches;
- some of the parents had asked him to hire a teacher at school A as the baseball coach;
- approximately two weeks after the second school (school B) hired that same teacher as their new head baseball coach, student athletes moved less than 20 miles to school B's attendance zone; and
- parents had not changed jobs or moved closer to their work.

Parents testified they did not move for athletic purposes. However, they did not change jobs and only one was closer to work. One parent testified that his son had failed two courses at school A and their move was for academic reasons. Their son had been suspended at school A and they still owned their home in school A's district.

Another parent who moved with two sons said they moved so that he and his wife would not have to separate. A second family with two sons testified they were moving to get a son with a learning disability into smaller classes. In response to a question from a committee member, the parent admitted they never checked with school B to be sure classes would be smaller.

One parent said the move would help marital problems, and their son was spending too much time with friends and not applying himself to school work.

The committee granted the appeal of the parents who had moved to school B in 1995 with their four daughters. They left their son with his grandparents to finish the school year and he entered school B at the beginning of the next school year.

### Case 2

A district executive committee transferred the following case. It was unusual because the receiving school superintendent voiced serious concerns about possible violation and the need to protect other student athletes from his school. He said the father had changed his story several times; had told a neighbor that he had no intention of selling his large home in the sending school district; had presented two previous athletic participation forms, one listing a travel trailer and one a single wide mobile home. The neighbor testified that the father had told him he brought his son to the new school for his senior year and had no intention of selling his home. He also said the father later revisited him and asked him to change his story.

The father in this case testified that the family did not move for athletic purposes, but moved because of a fight his son had the previous fall. The State Executive Committee ruled the student athlete ineligible for all varsity athletics for one calendar year.

### Changing schools

It is sometimes difficult for UIL judicial committees to convince parents that the fact they establish a bona fide residence does not set aside ineligibility when the committee rules the student has violated Section 443, Changing Schools for Athletic Purposes.

### Case 3

A panel of the State Executive Committee convened again on Sept. 10 to hear an appeal from a district executive committee ruling that a student had changed schools for athletic purposes. The athletic director from the sending school testified the parents and student had complained on numerous occasions concerning their son's position in football and lack of playing time. The basketball coach also testified that the father had expressed unhappiness to him about his son's playing time in basketball.

The superintendent of the receiving school testified he believed the parents when they told him the move was not for athletic purposes but to give assistance to student's ailing grandmother.

### Travis County courts

On Sept. 18, UIL officials received notice shortly before a hearing in Travis County District Court that parents were trying to get a temporary injunction to set aside the State Executive Committee ruling that caused the six students from the same high school to be ineligible for changing schools for athletic purposes. After listening to attorneys for both sides, the judge denied the parents' request.

On Sept. 19, UIL Director Bill Farney was served notice that another hearing was set for Sept. 30 in a district court outside of Travis County. That hearing is an attempt by parents to get an injunction to set aside the Sept. 10 State Executive Committee ruling that their son changed schools for athletic purposes. Since the law places jurisdiction for UIL cases in Travis County, UIL counsel will argue the case must be transferred to Travis County.

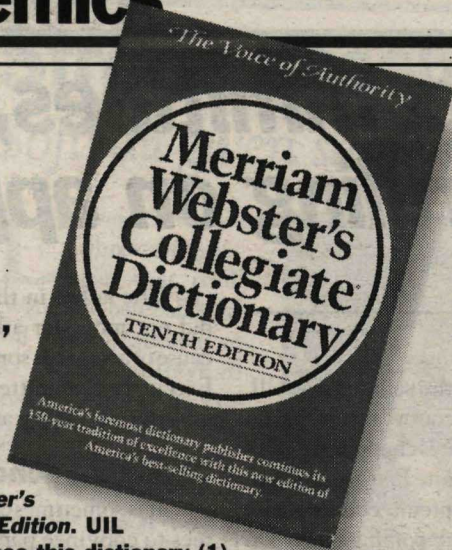
According to an article by Jerome Solomon in the *Houston Chronicle* concerning this case, "The rational reason for the rule is simple - to keep disgruntled athletes from roaming the state looking for a better deal, and to dissuade coaches from recruiting disgruntled athletes."

The rule presents a dilemma for sending school coaches who are bound by UIL rules not to release students they believe are leaving to get a better athletic opportunity. A coach who was involved in one of the examples given here told a UIL staff member that he was willing to sign a release just to get rid of the troublesome father. Parents and students pressure, and at times threaten, coaches to get them to sign a release. A coach was reprimanded last year for signing a release when he knew a baseball player was moving for athletic purposes.

League staff members continually ask school superintendents if UIL should bar students from trying to move to a better athletic situation (more playing time or a better team or to a different coach). Thus far, they are adamant the rule is needed and rational.

**ONLY ONE  
FOR JUNIOR HIGH,  
ELEMENTARY**

The only dictionary in use this year for elementary and junior high competitions (spelling and dictionary) is the *Merriam Webster's Collegiate Dictionary, 10th Edition*. UIL officials and consultants chose this dictionary (1) to have one dictionary for all contests; (2) because it has been the official dictionary of the spelling contest for several years and many schools will already have it; and (3) because this dictionary promises to be around for the foreseeable future. The official dictionary for high school competitions is *The American Heritage Dictionary of the English Language, Third Edition* copyright 1992 by the Houghton Mifflin Company.

**'Word Power' provides spelling rules**

When deciding words for the UIL Spelling Contest, UIL officials work with a variety of consultants to make the list as error-free as possible and the rules as straightforward as possible. However, three words on this year's high school list have caused confusion.

Looking at the introduction to the *UIL Word Power* helps high school instructors clarify any controversies for their students.

If words are pronounced differently, they are considered separate entries. During competition, contestants must spell the form pronounced. Therefore, plimsoll (P) should not be listed as plimsol or plimsole which have different pronunciations.

However, chamois, chammy and shammy all have the same pronunciation as do champagne and Champagne. The difference in these words lies in usage. Since the *UIL Word Power* gives no guidance

**SPELLING AND  
VOCABULARY**  
Correction to the UIL  
high school list:

- chamois should be listed as chamois, chammy, shammy;
- champagne should be champagne (C); and
- plimsoll (P) should be *only* plimsoll (P).

as to which definition will be used, students should be prepared to spell any of these iterations depending on the context of the word.

For example, if the contest directors pronounce "chamois" and uses a sentence that talks about an extremely agile goat antelope of mountainous regions of Europe, the student would be expected to put, "chamois." However, if the reader talks about a soft leather made from the hide of this animal or other animals, the student could put "chamois" but could also put either "chammy" or "shammy." In this case, the student is always safe putting "chamois."

Similarly, champagne with a lowercase first letter refers to a sparkling white wine or a color. With a capitalized first letter, it refers to a province of north-east France. Whether the student capitalizes the first letter or not depends on the usage.

**Academic rules too flexible for inner tyrant**

Now that my 13-year-old daughter has discovered cheerleading, boys and the telephone, I'm getting more in touch with my inner tyrant. I'd like to extend this to UIL academics but darned if the rules will cooperate. For example:

Question: "A student moved to a neighboring school district to live with an uncle for this semester only. He competes for us in UIL math/science events. Will he be eligible to compete for us upon his return in Jan. 1998?"

The answer I wanted to give: "No. Not now. Not tomorrow. Not ever. Now hang up the phone and pick up this room. My God, how can you find anything in this mess?"

The answer I gave: "Sure. The League has no residence rule for academics so, as long as the student is a full-time student who has been in regular attendance at your school for 15 or more calendar days before the contest or competition, he is eligible."

Not exactly Stalin, huh? It's tough to be a tyrant when the rules are no stricter than, say, federal laws against political fund-raising. Fact is, the UIL has only a handful of eligibility rules for academic participants: they must pass their subjects; they must be full-time students who have accumulated all their credits; and they must have attended classes for 15 or more calendar days before their competition.

There are a few other rules as well, including this truly demanding one: students can't have been recruited to compete in a UIL academic contest. Two points: (1) no one recruits academic students; and (2) if they did, the students are smart enough to know not to strut around bragging about it.

"Highland Park offered me a Lexus but the total package from Brenham was just too attractive to refuse," Milhouse said. "A lifetime supply of Blue Bell. I had to consider the rest of the family."

The bottom line is this: academic rules are few and simple because we want to encourage students to participate and we don't have that many abuses of the system. Academic participants pass their courses. They don't swear at or punch out the officials. They're the kind of students who should be recruited but



**Bobby Hawthorne**  
Academic Director

aren't. I've yet to hear of one school offering their arch-rival's freshman computer whiz a crate of 100MB Zip drive disks to move five miles down the road.

"We get this kid, the state computer science crown is ours for the next four years," Dr. Switzer panted.

It could happen, I suppose. Those folks at Longview Pine Tree liked winning the 4A state academic championship last May. They held an all-school pep rally, and the TV cameras showed up and everything. I'm sure they hope to win it this spring too. I just don't know how far they're willing to go to bring it home again. As a native East Texan, I know the folks in and around Longview will do what they must do. You can probably say the same for Rule, Bridgeport, Stinnett and A&M Consolidated too.

What this means, of course, is that their coaches and kids will work harder than yours'. They're not going to hijack a truckload of Dell Computers or spy on their neighbors' practices. And should the worst occur and they don't win, they're not going to try to get whoever did disqualified on some technicality.

Of course, they can afford such magnanimity. Their job status doesn't depend on how well a 16-year-old performs at a Saturday morning invitational meet.

Fact is, we don't have all those rules because few communities attach equal importance to academic competition and sports in general, football in particular.

I'm neither offended by nor resentful of this. One of the endearing memories of my high school experience was walking into the field house that first time to be greeted by this imposing message: "The Roughneck tradition will not be trusted to the timid or weak."

We didn't have a similar sign in the journalism room.

Today, I don't wish to deal with a throng of fanatical parents who think their 15-year-old sons are the next William Jennings Bryan and will go to any length to see that they get every advantage, legal and illegal, possible.

Number sense and calculator applications fanatics are few and far between. When Lincoln-Douglas debaters don't advance to region, parents rarely call for the debate coaches' scalp. You can't say that about football or basketball.

That's okay too, up to a point. My dad was one

of those football zealots. As soon as my 10-year-old nephews begin playing for the old Maroon and White, I'm sure my brothers will be as well.

As for me, I'm crazy about UIL academics. And cheerleading.

**Elsewhere:**

• Here's a rule that coaches should keep in mind: students may participate in League contests for four consecutive years after they first enroll in the ninth grade. Academics has no age rule so if a student enrolls in the ninth grade at age 17, presumably he or she can compete through age 21. However, a student may not compete for two years, drop out for one year, and then compete for two more.

• Eighth graders are not eligible to compete in the high school district academic meet. District participants must be full-time high school students. Eighth graders may compete in all the invitational meets they wish, but they may not represent the high school in the district meet.

• Students may take college courses and retain full eligibility, again, so long as they are full-time high school students. "Full-time" means they are taking four hours of high school courses that are for either state approved or local credit. These students may be enrolled in concurrent college/high school credit courses, but the courses must fulfill state-mandated essential elements.

• The conflict pattern is a constant source of debate. The latest suggestion: move literary criticism to the last time block of the day. It's Scantron-graded. The essay is read only in the event of a tie. Moving it would allow students to compete in spelling, ready writing and literary criticism. Comments?

• Districts generally conduct their spring meet organization meeting early each school year — in some cases, too early. A constant complaint is that the meeting almost never involves anyone other than athletic directors and administrators. As many if not more students are involved in the academic spring meet, and each school's academic coordinator should attend this meeting.

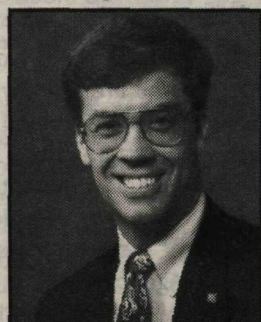
I may propose to the Legislative Council a strict rule requiring academic coordinators to be invited to attend the spring meet planning meeting. Failure to do so would render any decision made null and void. Tough rules like this appeal to that inner tyrant I was telling you about.

The UIL has only a handful of eligibility rules for academic participants: they must pass their subjects; they must be full-time students who have accumulated all their credits; and they must have attended classes for 15 or more calendar days before their competition.

Falls City wins first award and proves

# Sportsmanship about more than winning

The pride of Falls City was evident even as we drove into town crossing what seemed like an endless expanse of Central Texas. Blue ribbons adorned the light posts. Flags with jersey numbers of top players adorned the streets. Even the marquis at the entrance to town spoke of the school's latest, not first by any means, state championship—the state sportsmanship award.



**Bradley Wilson**  
Assistant Academic Director

Their pride continued to show as three UIL officials walked around the school (all one hallway of the 1A high school) and met town officials from every walk of life, from priest to feed store owner to banker. They all talked about how proud they were of their kids who were already gathering chairs from every corner of the school and changing into their uniforms for the later parade and ceremony.

We looked on the walls at the trophies dating back almost half a century for band, football and other sports. Even though there are no beavers left in Falls City (They were eaten by the alligators.), we even saw the original stuffed-beaver mascot proudly displayed.

Parents drove the fire engine that led the parade covered in cheerleaders. Parents also brought up the rear, filling a float and throwing candy to anyone left in the town not already in the parade. Even the mayor

joined the parade, albeit at mid-route.

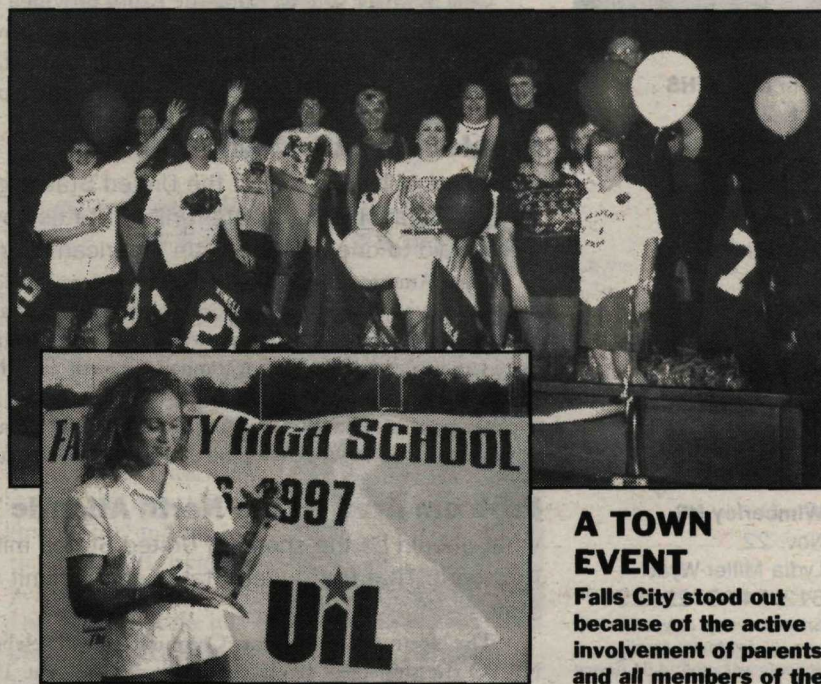
Their pride continued even as they lost the junior varsity game they were playing that night as they prepared for the awards ceremony held center field. A state championship. It's not every day the UIL presents one, and this one was special, for it was the first. Never before had UIL presented an award for sportsmanship.

But it was what happened next that proved to me that Falls City deserved the trophy more than dozens of other schools I've visited, taught at or photographed. Just as the principal motioned for everyone to take their seats for the ceremony, a man lost control of his pickup truck and rammed into a crowd of people, running over a 4-year-old girl in the process.

There was no panic although there was confusion. Sheriff's deputies and the school board member (with whom I had been talking earlier about his role in the volunteer EMS and fire department) summoned the town's ambulance, an ambulance with transport capabilities from a neighboring town more than 15 minutes away and Baptist AirLife helicopter from San Antonio.

Bystanders told elementary-age students to find their parents so no one would worry. One school official quickly located the parents of the 4-year old and brought them over to help comfort the child who was injured and bleeding.

The football players, at the direction of the principal who quickly spouted orders over the PA as though he had been trained for such a crisis, removed the chairs and makeshift stage from the center of the football field so the helicopter could land safely. In short, everyone in the town from the ranchers to the



## A TOWN EVENT

Falls City stood out because of the active involvement of parents and all members of the community. "There's a lot of focus on winning. This gives the kids a chance to feel good about themselves," school board President Wayne Tiemann said.

teachers worked together to prepare this little girl for rapid transport to the hospital.

Even as the helicopter flew away, the town, the entire town—from the mayor to the third-generation citizens just beginning their first year in school—stood silent for a prayer. They knew this award was about more than how the teams played on the field. It was about more than winning or losing. It was about sportsmanship. And I can think of no school more deserving.

# E/JH given freedom – to a point

The UIL Constitution and Contest Rules allow elementary and junior high academic spring meet contest directors amazing flexibility in structuring their programs. They can add or delete any contests they like. They can combine grade levels. They may conduct their meets anytime between March 1 and May 1. They can form districts that include schools that are part of 1A, 3A or 5A schools. According to the A+ Handbook, they can "adopt any rule changes the committee feel are necessary."

This is fairly open-ended.

However, they may not tinker the basic requirement that students represent their individual school.

Section 1400 of the C&CR (a) (1) states that "An individual may participate in League competition or contests as a representative of a participant school if he/she: (F) Is a full-time student in grade seven or eight at the school he/she represents or is a sixth grade student who will be too old to participate

the following year as a seventh grader and who has a disability which delayed his or her education by at least one year. The sixth grade student must live within the attendance zone of the junior high at which he or she participates."

This means that students must represent the school they attend.

Why mention this? Because several school districts are using composite teams, taking a few students from junior high A, a few from junior high B, and several others from junior high C to comprise a single team that represents the school district at the district meet.

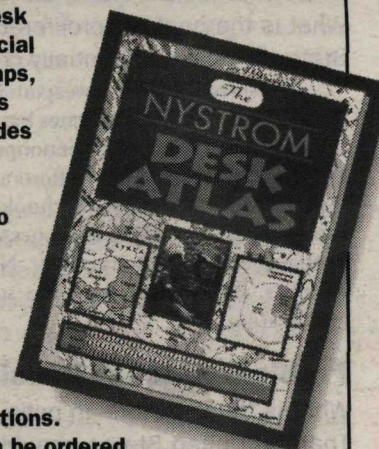
"I can understand the desire for some districts to create composite teams, but the C&CR contains no reference to them," UIL assistant academic director Bradley Wilson said. "Administrators who strongly favor allowing districts to advance composite teams need to work to amend the Constitution."

## NYSTROM ONLY CHOICE

The Nystrom Desk Atlas is the official atlas for the Maps, Graphs & Charts Contest for grades 5-6 and 7-8.

Students must bring an atlas to the contest to complete the fill-in-the-blank, multiple choice and true/false questions.

The atlases can be ordered directly from Nystrom at 800/621-8086. For practice, last year's Maps, Graphs & Charts tests and answer keys are included in the UIL study materials booklets.



# Houston uses competition for junior high motivation

By Scott A. Van Beck

Principal, Revere Middle Schools, Houston ISD

Last year, for the first time in recent memory, six Houston ISD middle schools competed in junior high academic competitions. Long Middle School, Grady Middle School, Pershing Middle School, Hamilton Middle School, T.H. Rogers Middle School and Revere Middle School competed for the middle school title at the March 15 tournament hosted by Rogers Middle School.

Approximately 120 middle school students par-

ticipated in a full slate of UIL academic events throughout the day. Student camaraderie and student competition taught all of the youngsters the importance of academic achievement. Like their athletic and fine arts counterparts, the middle school scholars displayed a fierce desire to achieve in the area of academic competition. The day ended with a recognition ceremony for student participation and achievement. T.H. Rogers won the team title, with Revere Middle School placing second.

This year, there is more interest in academic tournaments than ever before. In addition, schools

like Revere Middle School have started to include UIL academic contest training during the daily advisory period. Instead of sitting in boring homerooms, Revere students will be working on Ready Writing skills, Number Sense skills, and many more UIL academic skills.

Many other HISD schools are doing the same with their advisory time by providing quality UIL academic contest instruction to their students. We're sure to see increased participation and increased competition as we prepare our young academicians.

For 1998-1999

## Proposed debate problem areas

### Invitational Tournaments

#### Tom Moore HS

Oct. 25  
Larry McCarty  
210/367-4111  
Speech events only

#### Central HS (San Angelo)

Nov. 15  
Dori Peterson, 915/  
659-3468;  
fax: 915/659-3413  
journalism, math, science  
events; middle school and  
high school

#### Wimberley HS

Nov. 22  
Lydia Miller-Wyatt  
512/847-5729 x234  
Speech events only; LD will  
use UIL fall topic; small  
schools welcome; 4-5A novice  
only

#### Lake Travis HS

Dec. 12-13  
Tracy Tims  
512/263-4444  
fax: 512/263-4446  
Speech and debate only

#### Belton HS

Feb. 7  
Cindy Kirby,  
administrator  
254/933-4607;  
San Lorenz, UIL  
coordinator  
254/933-4635;  
Vickie Boren, speech  
director  
254/933-4624  
fax: 254/933-4600 or  
254/933-4617  
All academic events, Lincoln-  
Douglas debate, prose,  
poetry, informative and  
persuasive speaking

#### Crandall HS

Feb. 7  
Rene Wright, UIL  
Coordinator  
972/427-3910  
fax: 972/472-3586  
All UIL contests

#### Klein HS

Invitational Meet  
Feb. 14  
Marianne Foreman  
281/655-3307  
Test B

#### Stamford Jr./Sr. HS

March 7  
Markay Rister  
915/773-2701  
High school includes all  
literary events except speech  
with materials specifically  
written for this contest; junior  
high school includes speech  
and Set C academic materials

Coaches may vote by using the ballot provided in the mailing that was sent to the schools Sept. 23 or by printing the ballot from the UIL web site (<http://www.utexas.edu/admin/uil/>). Please do not submit a ballot from the web and the ballot received through the mail, since each school is allowed only one ballot. All ballots must be signed and returned to the UIL office by Nov. 8.

### Problem Area I: Latin America

What should be the role of the United States government providing foreign aid in Latin America? **Resolved:** That the United States government should substantially increase its foreign aid to one or more Latin American countries.

Latin America has made giant strides in terms of political and economic stability. The governments of Latin America have worked to contain inflation and open their economies and trade. These policies have led to modest growth, but unfortunately that growth has not been enough to help the poor. The countries of Latin America are experiencing the pains that accompany growth and the poor are bearing the brunt. With economic progress, environmental and human issues are now also in the spotlight. Affirmative case areas could include NAFTA expansion, economic infrastructure, environment, humanitarian aid, and narcotics control. The negative would have ample ground for developing disadvantages such as backlash, cultural imperialism, and deficits.

### Problem Area II: The North Atlantic Treaty Organization

What should be the scope of United States military commitments to NATO member states? **Resolved:** That the United States should limit its military commitments to NATO member states.

The North Atlantic Treaty Organization will celebrate its 50th anniversary in 1999. Several events will make NATO the subject of lively controversy during the 1998-99 debate year. NATO expansion, from its current membership level of 16 nations, to include Poland, Hungary and the Czech Republic is scheduled to coincide with the 50th anniversary celebration. A second wave of expansion, to include Romania and Slovenia, will be considered at the 1999 NATO meeting. The Clinton administration is mounting a public relations campaign to justify expansion of NATO, while some foreign policy scholars are characterizing it as "the most fateful error of American policy in the entire post-Cold War era." The key question is whether NATO should be expanding at the same time that the Warsaw Pact has disappeared as a military threat. Affirmative cases could include (among others) U.S. withdrawal from NATO, establishing limits on the number of Eastern European nations to be included in NATO, reducing the commitment of forces to the Bosnian conflict, limiting U.S. arms sales to NATO member states, pulling back from the forward deployment of forces, and changing the commitment to NATO standardization and integration of forces. Negative teams can argue that the U.S., by holding out the possibility of NATO membership, is promoting democratic and economic reforms in the nations of Eastern Europe. Other negative arguments include German rearmament, interruption of the integration of French forces into NATO, and allowing the emergence of a new military threat from Russia or a revived Soviet empire.

### Problem Area III: Nuclear Proliferation

What is the best nonproliferation policy for the United States? **Resolved:** That the United States should substantially change its nuclear nonproliferation policy.

The spread of nuclear weapons is generally considered the greatest threat to U.S. security in the post-Cold War world. While the United States has been on the forefront of international efforts to reduce nuclear proliferation, there are many ways to further nonproliferation goals. Some argue that absent U.S. action to reduce its own nuclear arsenal, all nonproliferation efforts are hypocritical. The key question is how the United States can best prevent the spread of nuclear weapons technology to state and non-state actors. Affirmative cases might include sanctions, export controls, security assurances, arms control, national missile defense, nuclear terrorism, cooperation with Russia, and nuclear disarmament. Negative ground includes verification problems, weakening U.S. relations with its allies, U.S. imperialism, the strength of the United Nations, and increases in chemical and biological proliferation.

### Problem Area IV: Russia

What is the best foreign policy for the United States to implement toward Russia? **Resolved:** That the United States should substantially change its foreign policy toward Russia.

Russia is undergoing one of the most important exercises in nation-building of the 20th century. Despite significant progress, Russia must still make critical decision concerning its economy, environment, weapons policies and reactions to perceived external security threats. One author noted that the "United States" activity or passivity will be as important as any force outside the region." Potential affirmative case areas include increasing foreign aid, altering U.S. trade policies, providing humanitarian assistance, expanding education and information exchanges, and improving the arms control process between Russia and the United States. Negative positions include arguments stemming from the perceptions of other successor states, disadvantages derived from increased U.S. unilateral actions, and solvency attacks based on the enormity of the problem.

### Problem Area V: United Nations

How can the United Nations best expand its peacekeeping operations? **Resolved:** That the United Nations should substantially expand its peacekeeping operations.

When the United Nations was established, a primary objective was to maintain international peace. The UN often receives more criticism that congratulations and peacekeeping operations have borne the brunt of the attacks. The inefficiency of the bureaucracy and the structure of the Security Council also have been questioned. Unfortunately, most people do not take the time to ponder some of the successes of the UN. In defense of the UN, the *World Press Review* proclaimed, "The United Nations does a great deal more good than harm in the world, and there is nothing to take its place. The challenge is to make it better." Affirmative case areas could include general changes in funding or structure, rapid deployment forces, a permanent UN peacekeeping force, removing Security Council veto power, expansion of the scope of existing operations, and adding new peacekeeping operations. The negative could examine many issues including cost-benefit analysis, conservative backlash, escalation of regional conflicts, deficits, and sovereignty.

### Informative

1. Why is Congress calling for increased accountability for high court jurists?
2. What did Madeleine Albright accomplish on her trip to the Middle East?
3. Who is David Wolf?
4. Who are the key players in the Northern Ireland peace talks?
5. What are critics saying about the global warming treaty?
6. Why are minorities in Louisiana angry at the Environmental Protection Agency?
7. What criticisms have been waged against the new immigration law?
8. Why is the IRS under Senate investigation?
9. What steps have been taken to achieve ratification of the START II treaty in Russia?
10. Who is Lino Graglia?
11. Why has the Republican-controlled Congress refused to pay back American dues to the United Nations?
12. Russia without Yeltsin: Who are the new major players?
13. What caused the overturned election of Teamster President Ron Carey?
14. Why are 2000 Republican presidential hopefuls trying to sell themselves to the Christian Coalition?
15. What were the goals of the Zapatistas march on Mexico City?
16. How has America responded to the death of Princess Diana?

### Persuasive

1. Should U.S. troops stay in Bosnia?
2. Are U.S. senators justified in calling for an overhaul of the IRS?
3. Can Al Gore survive continued criticism over campaign fund-raising?
4. Should the U.S. continue to support Haiti's president Rene Preval?
5. Do we need new national standards in science and mathematics?
6. Is there a chance for peace between Britain and Northern Ireland?
7. Should NASA continue participation aboard *Mir*?
8. Forty years after Little Rock: How far has desegregation in America come?
9. Will President Jiang Zemin continue economic reform in China?
10. What will be the impact of the balanced budget tax plan on the tobacco industry?
11. How should the U.S. respond to Russia's increasing arms production and sales?
12. Will ASEAN allow Cambodia to join?
13. What will be the dominant focus in Clinton's foreign policy for the rest of his term?
14. How should the U.S. respond to Chinese aid to Pakistan?
15. Can the U.S. be a worldwide force to promote environmental reform?
16. Should the U.S. sign the recently proposed land mine accord?

## Debate handbook offers multiple views

[The University Interscholastic League offers handbooks in the all the speaking contests. Lincoln-Douglas debate is a relatively young event and, even now, is still in the evolving stages. Since UIL had published a handbook soon after LD's inclusion as an official contest event and the years of implementation have seen many changes in style and theory, it became clear to the League staff that a new handbook needed to be written. Two successful Texas coaches, Larry McCarty and Cynthia Salinas, were called upon to write the original draft and Treva Dayton, then UIL Speech and Debate Director, served as editor. The following article written by Salinas details some of the theoretical dilemmas that these three writers faced in completing the LD handbook. —ed]

**By Cynthia Salinas**

UIL Consultant

The fall, spring and summer had come and gone and all of our great plans for completing a Lincoln-Douglas Handbook for the University Interscholastic League ahead of schedule had fallen by the way side. We, the ambitious three, Treva Dayton, former UIL Speech Director, Larry McCarty, the distinguished high school coach from Tom Moore High School, and myself, Cynthia Salinas, the retired debate coach pursuing a Ph.D., were paralyzed by yet another question concerning Lincoln Douglas debate. There we were, three voices from the debate community singing a different tune. Los tres amigos without horses. Larry, Curly and no Mo...you get the picture.

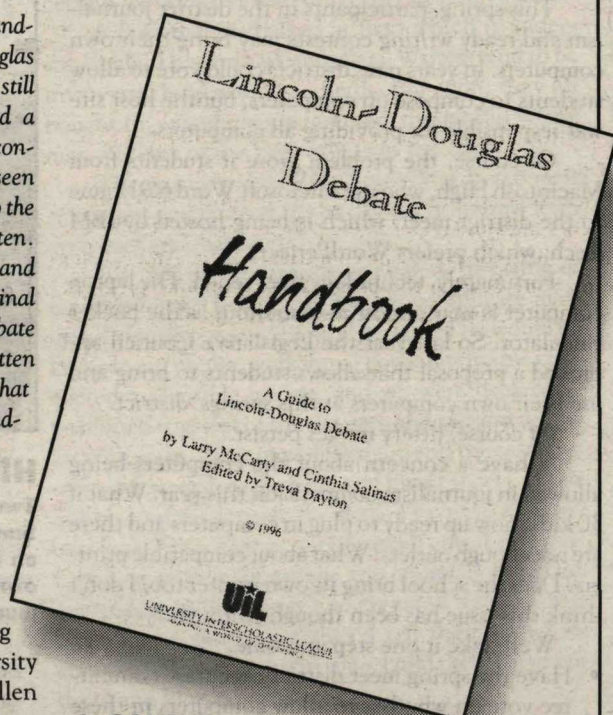
We had come to this point of paralysis so many times over the past few months that we simply agreed to disagree. We put in the standard phrase: "It is certainly the area where the most confusion and difference of opinion still exist in this activity." Despite our many combined years of experience, and our obvious confidence in ourselves as debate "experts," the writing of the UIL Lincoln-Douglas Debate Handbook was not a task we were able to meet with consensus or with ease. In fact, writing the handbook had become the debated crossroads of debating theory, style, strategy, rules, philosophy and communication.

The crossroads' questions still ring in my ears like a freshman's first cross examination. Must the negative offer a separate and distinct case? Can LD resolutions include issues of policy? Should we emphasize philosophy over facts? Why is Kant pronounced Kaunt? Must an affirmative offer a criterion? Can the affirmative offer more than one criterion? Wait—wait—what is criteria?

We were instantly struck with how many valid interpretations and paradigms exist in the Lincoln-Douglas community. Each of us was able to offer pseudo-sound reasoning for our responses to questions of discussion, but our responses still differed, and the handbook became an editor's nightmare.

The diversity of approaches may stem from the complexity of bringing together the philosophical with the pragmatic. The diversity may stem from the embryonic nature of Lincoln-Douglas. The diversity may simply stem from the excitement of debaters and debate coaches being able to design a philosophical and pragmatic approach to a debate form still in its embryonic stages.

The UIL Lincoln-Douglas Debate Handbook begins with a review of LD and some lofty goals. Of



### A GUIDE

**The new Lincoln-Douglas Debate Handbook covers everything from "What is Lincoln-Douglas Debate" to "What Happens at a Tournament."**

course, that's what you get for asking two LD worshipers to write such a handbook. We have defined the roles of each speech based on a compromise of expectations. Like most debate handbooks, we include a discussion of values and tie those values to the everyday lives of the students who are reading about LD for the first time.

Treva, Larry and I attempted to lay out a "typical" process for analyzing resolutions, and selecting the debate value and criteria. A section on researching and organizing materials leads the novice, but Energizer-Bunny-like debater, into the development of the affirmative case and negative case and/or strategy. The handbook offers multiple views on how to approach rebuttals and how to succeed during the cross examination period. Common sense dictated that we include a section on logic and effective, persuasive communication. In fact, these sections remained the only areas where all three authors were in agreement.

The handbook includes a section on "What Happens at a Tournament," and provides the reader with the transcript and flow of an excellent debate round to follow. May I add that one of the debater's coaches was a superior and now retired colleague. The book is riddled with practice and coaching tips, and includes a resource list for Lincoln-Douglas Debate.

The handbook serves as a comprehensive introduction to Lincoln-Douglas Debate. Young debaters have multiple options in exploring handbooks, textbooks and videotapes. Debaters must find the answers which best serve their own personal style and beliefs about Lincoln-Douglas Debate. We can advise debaters to keep an open and curious mind that may someday lead them to the answer to our most burning question today in Lincoln-Douglas Debate: Tell me again, which one is plural and which one is singular—criteria or criterion?

## Mentors can provide assistance to 'new kids'

As I unpacked my bags from the Denton Super-Conference just in time to pack them again for Lubbock, I did find a few moments to reflect on my first month and my initiation to UIL from the perspective of a director. I thought about the hundreds of phone calls I've taken at the League and especially the cry that came out of the question and answer session at the University of North Texas SuperConference. The overwhelming plea has been one of a childlike-scrawled message which a first-year coach slipped to me after the coaches' session concluded: "H-E-L-P! I need everything! Anything and everything you can think of — I need and want!"

Since taking office last fall as vice president-elect of the Texas Speech Communication Association, I have had a deep-seated concern that what we speech coaches need is a strong system of networking with colleagues. And now that I am at the UIL and hear firsthand from "drowning" coaches, my concern is growing. Certainly with the advent of speech being a state graduation requirement, we knew that there would be a host of brand-new communication teachers among us. I'm not sure, though, that the need for a mentoring network ends there. Far too often, I've sat in tournament coaches' lounges and heard the lament of the "burnout syndrome." I've watched as some of the best, the brightest, the most gifted of our profession decide that "it's time for a life" and so they leave not only the tournament circuit behind but also the classrooms where they made an undeniable impact on young lives. The cry of "Help!" rises from the new and the old.

Should we seriously pursue organizing a network of mentorship among our profession? Do you, as a seasoned speech teacher, want to share the fruits of all your hard labor that contributed to your success? (After all, much of your knowledge came from the hard knocks of just plowing ahead and making mistakes along the way. Shouldn't the new kid on the block pay his dues, too?) The answer we must respond with to the call of speech mentorship is an enthusiastic "YES!" And deep down inside us is the awareness that we are educators and at the very core of our being is the desire that all students learn, that all students have a positive attitude toward the process of education and that the part we play is, indeed, significant. The answer must be affirmative because we see the bigger picture. As coaches who give even more than the regular classroom teacher, we know the impact that caring instruction can mean to a life, a future, and to our world. And if we are to cultivate a crowd of this type of professional, then we must be about the business of taking care of our own.

Sure, it's a rainy day in Austin and I'm getting a



**Jana Riggins**

Assistant Academic Director

*Should we seriously pursue organizing a network of mentorship among our profession? The answer we must respond with to the call of speech mentorship is an enthusiastic "YES!" If we are to cultivate a crowd of this type of professional, then we must be about the business of taking care of our own.*

## TENET's future questionable

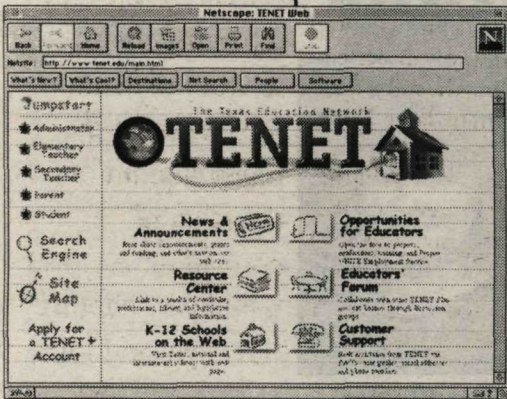
Last month's technology column discussed ongoing changes that would define the future of the Texas Education Network (TENET). Apparently that future is not quite as certain as it seemed.

As the September *Leaguer* headed to press, Education Commissioner Mike Moses released a letter indicating that the Texas Education Agency would no longer support TENET or TENET Plus.

In his letter, the commissioner said, "TEA plans to migrate from both the original TENET and TENET Plus to a more cost-effective approach to providing on-line resources to schools via the Commissioner's Plan for Information Access."

Details of the plan were not included, but Moses promised more specifics in the coming weeks. The letter did indicate that several web-based applications similar to those hosted by the TENET web site would be incorporated into TEA's site (<http://www.tea.state.tx.us>). The full text of the commissioner's letter is also available at the TEA home page.

Since its inception, TENET has existed under the auspices of The University of Texas with support from TEA. In the absence of that support, University officials must determine whether to continue to maintain the project. Check the TEA and TENET home pages (<http://www.tenet.edu>) for more details as they become available.



## Students with computers can bring their own Contestants can use computers at district ready writing, journalism

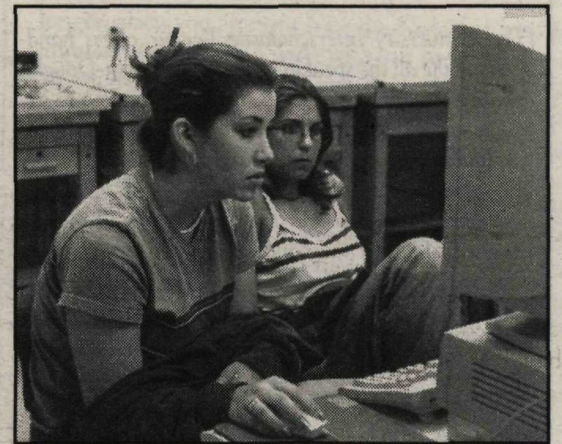
This spring, participants in the district journalism and ready writing contests may bring their own computers. In years past, districts could vote to allow students to compose on computers, but the host site was responsible for providing all computers.

Of course, the problem arose if students from Macintosh High, who use Microsoft Word 6.01 came to the district meet, which is being hosted by IBM Tech, which prefers WordPerfect.

Fortunately, technology intervened. The laptop computer is now almost as ubiquitous as the pocket calculator. So last year the Legislative Council approved a proposal that allows students to bring and use their own computers at this spring's district.

Of course, jittery nerves persist. "I have a concern about the computers being allowed in journalism competition this year. What if 30 kids show up ready to plug in computers and there are not enough outlets? What about compatible printers? Does the school bring its own printer too? I don't think this issue has been thought through."

- Well, take it one step at a time.
- Have the spring meet district executive committee vote on whether to allow computers in these contests.
  - If yes, notify schools regarding what kind of computer hardware and software the host site will provide.
  - Determine which schools plan to use computers.
  - Notify those who wish to use their own computers that they must bring a printer as well. You might even require that they bring a battery pack or two to drive the computer and printer per person. Every coach should bring along a power bar or two and an extension cord for each computer.
  - The host site should make certain enough outlets are available. This is standard procedure in the



**HIGH TECH**  
Two students in this past summer's ILPC Summer Workshop work on their page layouts on computer. This year, students can bring their own computer to district ready-writing and journalism contests.

- computer science and computer applications contests.
- Make certain students save a copy of their entry to their hard drive or to a disk before printing, in the event of a system error or worse.
- The time limit must include time to print. Otherwise, it will be impossible to end one contest and begin the next on time. So, students in the editorial writing contest will have 45 minutes to compose, edit and print their entries.

In the not-so-distant future, all district, region and state writing contests will be conducted on computers. This eventuality is entirely positive. We may suffer a few nicks and bumps getting there, but that should not dissuade us from beginning the journey.

## Search engines prevent aimless wandering

By David Trussell  
Technology Coordinator

Surfing and browsing – words with very different meanings but somewhat similar connotations. Both words imply a sort of aimless wandering, going wherever the wave or the mood takes you. Ironic then that these are the verbs of choice to describe use of the World Wide Web, one of the most powerful communications tools ever developed. The Web is just as much about information exchange and commerce as it is about entertainment, but taking advantage of the Web's real potential requires the ability to surf with a purpose.

True, the Web is a vast ocean of information that grows larger every day. And true, casually clicking from site to site is one way to access that information. But it's not the only way, and it's certainly not the best way to quickly access sites that relate to a particular topic. Savvy Web surfers can become Web researchers by learning to use a variety of tools and maps.

Some of the most useful utilities are search engines, which are like on-line indexes of the Web. Most Web browsers have built-in access to the major search engines, including Webcrawler, Infoseek, Excite and a few others. (In Netscape Navigator or Internet Explorer, click the "Net Search" button.) Or go directly to the search engine's home page.

Each engine works a little differently, but the

basic function is the same. The user enters a word or phrase, and the engine searches the Web for pages that match. For example, entering the word "debate" would return a list of links to pages that deal with debate in some way, including high school debate, political debate, discussions of particular social issues, etc. In fact, a search for "debate" using Infoseek returns more than 120,000 links. Obviously, focusing the search is important.

The more specific the search the better, which usually means adding more words to the query. But adding words is only the first step. Adding the words "high school" to the previous search returns more than 1.6 million links, because the engine finds every page that contains any one or more of those words. Most engines do return the best matches first, meaning that pages that match all three words will appear at the top of the list. However, it is possible and often helpful to narrow the search further. Placing "high school debate" in quotation marks reduces the number of links to only 278, a much more manageable total.

Most search engines use some combination of punctuation, symbols and Boolean operators to refine searches. Click on "Help" or "Search Tips" at the search engine's home page to find specifics.

Another way to make searching easier is to take advantage of the work that other researchers have already done. Many Web sites include a list of links to other related sites. For example, the TENET Web

site includes a resource center with several pages of links for education-related topics. Finding one good site with a good links page can make researching easy.

However, the ease of moving from site to site on the Web can be also be a disadvantage. Once you've jumped from one site through the links pages on a dozen or so other sites, it can be difficult to find your way back to the starting point. Fortunately, most browsers have built-in features to deal with this problem. Both Netscape Navigator and Internet Explorer have a "Go" menu that keeps a list of recently visited sites, which is a quick way to go back three or four steps. However, the menu can only keep track of a few sites at a time, and it's cleared completely each time the browser is closed.

To store Web addresses for a longer period, browser software uses bookmarks (called "favorites" on Internet Explorer). Bookmarking a site adds it to a running list that is available every time the browser is launched. To access an existing bookmark or add a new one, go to the Bookmark menu in Netscape or the Favorites menu in Explorer.

Surfing the Web is very different from television channel surfing. The scope of information available on the Web is exponentially larger, and users retain a much higher degree of control than with television. Getting the most out of the Web just requires a bit of knowhow and focused searching.

Of course there's still nothing wrong with a little mindless browsing every once in a while.

<http://www.>

- altavista.com
- aol.com/netfind/
- hotbot.com
- infoseek.com
- lycos.com
- search.com
- webcrawler.com
- yahoo.com



*Capture highs and lows of experience*

# Writers learn to capture true feelings

**By Bobby Hawthorne**

*Director of Journalism*

Each year, the directors of the Michigan Inter-scholastic Press Association's summer publications workshop conduct a karaoke contest. Workshop instructors are encouraged to motivate their classes to participate.

I'm one of those instructors. I teach writing, which consumes the better part of the time I have with the students, given that most are AP English kids. My class is the equivalent to one of those re-education camps that sprung up across Vietnam after the fall of Saigon.

It's all I can do to break students from leading with "Webster defines" or "Thoreau observed." It doesn't leave a lot of time for producing class plays. By contrast, Jeff Nardone, whose class wins every year, teaches newspaper folio design. His class has time to build an aircraft carrier.

"Section title goes here. Date and name of school goes here? Got it? Okay, people, let's move! Tap shoes, on! Places. Go."

Tough class.

At any rate, I'm fairly competitive so we devote a few minutes each afternoon on selecting and staging a song. Two years ago, we chose "Pretty Woman."

This year, we went for maximum gag reflex potential: The Spice Girls.

I had envisioned five girls playing the roles of Perky, Lazer Tag, Spiffy, Jock and the Rooster, but the kids had a better idea: when in doubt, go drag. So Pat, Michael, Tyler, Garrett and Joe agreed to play along.

We selected the most irritating Spice Girl song available — no easy task — and began rehearsals. Frances emerged as the class leader, organizing rehearsals and delegating duties, and Anne took charge as choreographer, showing the guys how to strut, wiggle and grind to "Tell me what you want, what you really, really want," to which the chorus would reply, "I'll tell you want, what you really, really want."

And then we'd all sing, "I wanna, I wanna, I wanna, really, really, really wanna zigzangboom" — or something like that.

Whatever natural inhibition the boys felt at first vanished, thanks in large part to Joe, a tall, quiet junior who resembles Matt Dillon. He set the tone. If he had shown the slightest degree of hesitancy, we'd

have never pulled it off. But Joe came through. With Anne and Joe in charge, the challenge was making certain we didn't violate university decency codes.

A few students balked at first, which is understandable. This was a writing class. Writers tend to be introverts, bookworms — nerds. But soon, they all bought in, even James, a reserved, thoughtful young man and one of the best writers in the class.

The spotlight was on the Spice Boys, but the rest of us sang and danced in the chorus or helped with costumes and make-up.

The day of the contest, it poured, throwing us hours behind schedule. To further complicate matters, Tyler skipped a class, and we feared he would be kicked out of the workshop. Fortunately, he concocted a plausible excuse, and we were back on. I fashioned wigs out of shower caps and red and yellow knitting yarn. They guys dolled up, and the rest of us wore our workshop T-shirts and khaki shorts. A few minutes before we took the stage, I gave the class my best East Texas high school football coach pep talk. I told them how important this moment was, how everything in their lives had prepared them for this one shot at glory, how they'd tell their grandkids about this very moment in time. I told them to get out there and kick butt.

They did. We received the loudest, longest and most rambunctious applause of the evening. As we watched the remainder of the evenings' performances, instructors strolled over to congratulate us. "You guys have this wrapped," they said. Heck, I knew that. No one touched us, least of all the defending champions, who performed the Banana song by Harry Belafonte. It was cute. They wore towels on their heads and carried around banana boxes. But they didn't touch us.

The judges were college students who served as dorm monitors. In 10 minutes or so, Chad Sanders, the MC, announced the results.

"Third place. . ." — not us.

"Second place. . ." — not us either. I stood there with the kids, trying not to smirk, waiting for Chad to call our name, almost expecting someone to dump a cooler of Gatorade down my back.

"First place — NARDONE!"

We almost collapsed. Literally. We didn't win. We didn't even place. Some in the crowd booed. Very few cheered.

"How can they do that?" Garrett pleaded. The boys wanted to rush the judges. They were beyond mad. They were hurt. What a great sight that would have been: five guys in drag accosting some college kids.

"Wait a minute. Hold on," I cautioned. "Let's keep this together. Let me find out what happened." I tried to console them. Students in other classes did as well. "You guys got shafted," one kid after another told us. We lingered for a moment while the winning teams had their photos taken, then slowly dispersed. The workshop staff began rearranging the room for a dance that would begin 20 or 30 minutes later. None of us felt like dancing.

Later that evening, I bumped into a few of the kids and explained to them that the judges — for the first time ever — had used scorecards to award points for use of props and whatnot. Our only props were shower caps and knitting yarn.

The next morning — the final day of the workshop — class met for about 45 minutes. I returned papers, made small talk, and then tried to put everything into perspective.

I told them how proud I was of them, how hard I thought they had worked. We had fun with the karaoke, but we also swept the workshop writing awards. Then, I asked them to remember how they felt at the exact moment when the master of ceremonies announced first place. Remember how we stood there — stunned, angry, hurt, Garrett in his red shower cap and Pat in his pigtailed. Remember the look on Joe's face, full make-up, the blue wool blanket wrapped around his shoulders over the cocktail dress he borrowed from one of the girls.

"These feelings, these moments — they're the story," I told them. "When you go home and tell your friends or parents about this, you won't even mention all the data — who finished second and that. What you'll tell them, and what you'll remember forever, is how you felt, the fun you had in class and rehearsals, the friends you made, the thrill of blowing the audience away, the rush of anger and the hole in the pit of your stomach.

"When you begin reporting for your school publication next year on the football team or the student council or whatever, capture the highs and lows that these kids experience too. They'll be there. They're the story."

## Mentor can provide assistance...

*continued from page 7*

little "mushy." But who of you doesn't get a little teary-eyed when you read those timeworn quotes: "To teach is to touch a life forever." or "I teach; I touch the future."? Recently, a former student of mine graduated from a private university with all kinds of honors, including Phi Beta Kappa, and a triple major in speech communication, political science and foreign language. As she planned her future, her professors naturally took a special interest in her choice of careers. She was one of those prized individuals that the university would be tracking to publicize her successes.

When she confessed that, though she had prepared to pursue an international career, she felt deeply the call to teach, her instructors cried in dismay, "but you could do so much more with your life!" Mature beyond her years, she signed her teacher's contract anyway, knowing that it was a calling she had to answer.

I'm here to tell you that she made the right

choice and children in Texas are better for it. I'd like to hear the answer of those professors when I question them: "What more could there be than transforming the future?"

It's for talented, new coaches like the one I just described that you and I must answer "YES!" enthusiastically to the call for mentoring. It's these kind of young people whom we must keep in the profession of speech communication education. And it's also for the veteran coach we owe more than a simple nod of acknowledgment in the coaches lounge. If we want to protect our colleagues from being overwhelmed and quickly reaching burnout, we must say "yes."

Responsible mentoring is a structured one-to-one relationship or partnership that focuses on the needs of the person; fosters caring and supportive relationships; encourages the individual to develop to their fullest potential and helps a person to develop his or her own vision for the future. Isn't that exactly why we coach? Isn't that what motivates you to climb back on a yellow school bus at five on a Saturday morning for a second successive 16-hour day?

*Fortune Magazine* recently stated: "The number one indicator of success for a child is a good relationship with a caring adult." Wouldn't that be true of a new speech and debate coach, as well? Sure you're busy. Don't have time to mentor? Which one of you would turn down one more kid on the squad? Who would send him away to the Ag Department to do extemporaneous speaking in FFA? None of us. And you and I must not send away the best and the brightest to other professions or teaching fields because we were unwilling to take the time to care for our new coaches along the way. Remember: these new forensic coaches are probably one-of-a-kind on their campus and what history or science teacher can understand the challenges of a speech coach?

If we want to see forensics survive from within, we must answer "yes" to mentoring. I read the other day that a mentor is a guide, a friend, a listener, a coach, a responsive adult. Gee, I've moved into a new home in a new city, working at a new job, and no one else in the office does speech and debate. I think I'd take a mentor myself!

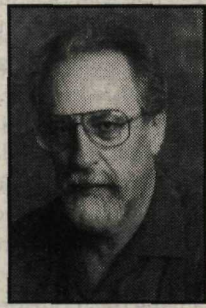
*"When you begin reporting for your school publication next year on the football team or the student council or whatever, capture the highs and lows that these kids experience too. They'll be there. They're the story."*

*Expect to hear more about mentoring from me in the future. If you'd be willing to serve as a mentor to a new coach in your area, please contact me via email, phone or fax.*

Refuse to believe rumors

# Further study required before plans implemented

Look for yourself! Refuse to believe rumors. Believe the September headline and carefully read my column. Items concerning the OAP set rules are proposals only. These proposals were re-visited by the Texas Educational Theatre Association UIL Advisory Committee Sept. 5-6, and slight modifications were made. Further evaluation will occur Jan. 21-24, 1998 at the TETA convention in Dallas prior to the "possibility" of presenting recommendations to the UIL Academic Committee of the UIL Legislative Council next June. Proposals presented in June will be reviewed by the Council in October 1998. If passed, they would not become effective until the State Board of Education approves them, August 1999 at the earliest.



**Lynn Murray**  
Drama Director

Wait at least a year to panic. Now is the time to review carefully, objectively evaluate, and submit alternative views if you have better ideas. Don't scream foul just because there is a proposed change. Some directors view these proposals as "something being taken away." If we resist experiences that will help the program mature, remain content with old ideas, don't let our minds expand to new visions, close our minds to those who disagree with us, and do not learn from conflict, there is little hope that a workable set and time rule solution can be found.

Minor revisions were made in item #5 of the set proposals. The last two sentences now read:

"However, no combination of the above unframed units or trim elements shall exceed 160 square feet. These shall be provided by individual companies."

The committee also modified the proposed "setup" and "strike" times to six minutes each.

As we review current One-Act Play Contest rules and seek ways to more effectively operate the physical elements of the program, thought should be given to what is really essential to project the playwright's intent. Many successful OAP entries tend to be less than literal regarding scenery, opting instead for the *Our Town* approach of simplicity when creating an environment, which enhances the playwright's intent. State Meet audiences last May viewed excellent examples in *Six Degrees of Separation* and *My Heart's In The Highlands*, ranked first and second in Conference 5A. There were many others.

It would stand to reason that a 40-minute adaptation of any full-length play would require that the script be reduced to the very essence. Would it not also be logical that the production values of scenery and costume project that same essence? If the play is to be kept in balance, one should reflect the other. Less is best in OAP if directors seek to preserve their sanity, and time constraints are designed to control directors, not students.

OAP directors could take a cue from history. In 1906, prior to the beginning of the UIL OAP in 1927, August Strindberg understood something of the form in preparation for the production of his play *Miss Julie*: "... in this kind of drama we single out the significant and overriding theme, but within limits. In handling it we avoid all ostentation - all the calculated effects, the bravura roles, the solo numbers for the stars, and the cues for applause. The author

## Area Meets 1998

CONF.	REGION	AREA	DISTRICTS	SITE	DATE
AAAAA	I	1	1,2	Chamizal, El Paso	4/8
		2	3,4,5	Snyder HS	4/10
		3	6,7,8	Arlington/Bowie HS	4/10
	II	1	9,10,11	Richland College	4/10
		2	12,15,16	Montgomery College	4/9
		3	13,14	Pflugerville HS	4/9
	III	1	17,18,21	Houston HSPVA	4/9
		2	19,20	Alief-Elsik HS	4/9
		3	22,23,24	La Porte HS	4/9
	IV	1	25,29	Austin/Westlake HS	4/9
		2	26,27,28	San Antonio/Madison HS	4/11
		3	30,31,32	Texas A&M/Kingsville	4/11
AAAA	I	1	1,2,5	Snyder HS	4/9
		2	3,4	Fort Stockton HS	4/9
		3	6,7,8	Fort Worth/Boswell HS	4/9
	II	1	9,10,11	Coppell HS	4/11
		2	13,14	Cleburne HS	4/9
		3	12,15,16	Eastfield College	4/9
	III	1	17,18,22	Friendswood HS	4/9
		2	19,20	Lamar U/Beaumont	4/10
		3	21,23,24	Wharton Co JC/Wharton	4/9
	IV	1	25,26,28	Marble Falls HS	4/10
		2	27,29,30	Boerne HS	4/10
		3	31,32	Del Mar College/Corpus	4/7
AAA	I	1	1,2,5	Wayland Coll/Plainview	4/11
		2	3,4	Sul Ross SU/Alpine	4/11
		3	6,7,8	Tarleton SU/Stephenville	4/9
	II	1	9,10	Grayson Co Coll/Denison	4/8
		2	11,12,16	Eustace HS	4/9
		3	13,14,15	Tyler/Lee HS	4/11
	III	1	17,19,20	Groesbeck HS	4/11
		2	18,22	Caldwell HS	4/9
		3	21,23,24	Mt Belvieu/Barbers Hill HS	4/10
	IV	1	25,26,27	Wimberley HS	4/11
		2	28,30	Edna HS	4/8
		3	29,31,32	Bishop HS	4/9
AA	I	1	1,2,3	West Texas A&M/Canyon	4/9
		2	4,5,7	Post HS	4/10
		3	6,8	McCamey HS	4/7
	II	1	9,10,13	Tarrant CJC-SE/Arlington	4/11
		2	11,12,14	Hill Co College/Hillsboro	4/9
		3	15,16	Grayson Co Coll/Denison	4/9
	III	1	17,19	Commerce HS	4/10
		2	18,20,21	Panola JC/Carthage	4/9
		3	22,23,24	Angelina College/Lufkin	4/11
	IV	1	25,26	Baylor U/Waco	4/9
		2	27,28,29	Vanderbilt/Industrial HS	4/9
		3	30,31,32	Texas A&M/Kingsville	4/10
A	I	1	1,4,5	Amarillo College	4/10
		2	2,6,7	Lubbock Christian U	4/11
		3	3,8	Munday HS	4/9
	II	1	9,13,14	Graham Memorial Aud	4/7
		2	10,11,15	Eden HS	4/9
		3	12,16	Imperial/Buena Vista HS	4/7
	III	1	17,19,20	Paris Jr College	4/10
		2	18,23,24	Angelina College/Lufkin	4/10
		3	21,22	Mexia HS	4/8
	IV	1	25,28,29	Baylor U/Waco	4/10
		2	26,30,31	San Antonio College	4/10
		3	27,32	Gregory-Portland HS	4/10

## AREA MEETS

We are providing the tentative OAP area meet list is provided early to allow districts to schedule and plan. Most track meets are scheduled during the second permissible district week. In instances where host, management, participating districts, and the League Drama Director agree, a date may be changed.

rejects all predetermined forms because the theme determines the form."

Evidence of the same approach can be found in numerous New York productions today, partially because of space and financial restraints. The core reason, however, is approach. "... The menswear department at Saks, the lobby of the Paramount Hotel, the back seat of a limousine - audiences for the Drama Dept's production of *As Bees in Honey Drown* are likely to feel they have been on a 'Lifestyles of the Rich and Famous' tour of Manhattan. Yet it is all achieved by the director Mark Brokaw - a member of the company - with nothing more than a few cushioned stools and an ensemble of versatile actors."

It takes courage to use this type approach, but greater courage is required to stuff three hours (or

longer when you attempt *Nicholas Nickleby*) into 40 minutes playing time with realistic scenery. If the physical production is minimal, the audience will fill in the blanks. The magic of theatre isn't based on spectacle. Mr. Brokaw believes "you can create far greater spectacle from actors' words alone." His first New York directing gig was *The Rimers of Eldritch*, known widely in OAP, but his first claim to fame was his 1991 Second Stage production of *The Good Times Are Killing Me* that bore his trademarks of fluid scene changes and minimal scenery. His roots are from 12 years of limited money and limited means with a small troupe in a university town. Brokaw believes that theatre is "really about the actor and the space."

The next step is to look for ways to eliminate the down time between "setup" and "performance." Is 60 seconds long enough to focus?

## Enrollment cards due by Nov. 1

All participating schools have been sent a minimum of two enrollment cards. The OAP deadline is Nov 1. The 1996-97 participants who have not responded by the deadline (which falls on Saturday) will receive a Monday, Nov. 3 collect call. There are about 50 of these annually. Save us all time and money. If you have chosen not to participate, tell us. Schools that did not participate in OAP last year received only one administrative mailing. If you plan to participate and do not have the information, call us at 512/471-9996. We are happy to add new schools.

The tentative area meet list is the best estimate of sites and dates. Dates for area meets are determined by when the host can manage, facility availability and scheduling difficulties. They are spread from Tuesday through Saturday. The majority are on Thursday, April 9, but April 10-11 cannot be avoided at some sites. Yes, I'm aware that some plan trips, some have family gatherings, and some observe religious holidays. It is impossible to meet the needs of everybody, and all concerned do the best they can. Please cooperate with area host/managers. Finding 60 area sites is like finding regional sites. The scheduling alternative is allowing only ONE advancing school. This is about as popular as a one-district winner in football. Can you imagine?

While you're saying thanks to the area folk, you might include your regional people and Super-Conference hosts and presenters. They contribute greatly with minimal reward.

## Ineligible critic judges

(as of Sept. 25, 1997)

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

James Buchanan, Randall Buchanan, James W. Carlsen, Jennifer R. Cauffman, Kelly Draper, Eleanor Dryden, Sherry Engstrom, Beverly J. Floto, Janelle Flowers, Denise J. Gambrell, Eric Glenn, Connie Godwin, Clay Grizzle, Debbi Hatton, Carol A. Hicks, Armando Hinojosa, Lisa Lawrence Holland, Ron Jones, Kerro Knox, Carale Manning-Hill, Danny Moss, Amy Nigro, Tim Poertner, Robi Polgar, Toni Rao, Kathryn S. Rodrigues, Peter A. Simón, Larry Taylor, Matthew C. Wagner, Bill Watts, Laurie Willis and Stephen A. Wolf.

## 1998 UIL-approved Texas Educational Theatre Association Adjudicator Organization's One-Act Play Critic Judges

- † Cheryl Allen (East Chambers CCISD), P.O. Box 150, Winnie TX 77665; 409/296-4187 - III
- Marilyn Pool Allen, 1803 Huntington, Midland TX 79705; 915/686-9382 - I
- † Marjorie Allen (*pending recertification*)(Librarian-Smithville ISD), P.O. Box 660, Smithville TX 78957; 512/360-3568 - IV
- † Larry Arnhold (Deer Park HS), 1911 Wendy Hill Way, Houston TX 77058; 281/486-7052 - III
- ✓ Donna Aronson, University of the Incarnate Word, Theatre Arts CPO #66, 4301 Broadway, San Antonio TX 78209-6397 (210) 829-3805
- ✓ C. W. Bahs, Stephen F. Austin State Univ.-Theatre, SFA Box 9090, Nacogdoches TX 75962; 409/468-4003 - II
- ▲ Wayne Bailey, The Trinity School of Texas, 215 Teague St., Longview TX 75606; 903/753-0612 - II
- ✓ Patricia C Baldwin (Angelina College), 1428 Sleepy Hollow, Lufkin TX 75904; 409/634-3622 - II
- ✓ Kathy Barber (Kilgore College), 5017 43rd St., Lubbock TX 79414; 806/784-0867 - I
- Jeannine Pasini Beekman (Spellweaver Productions), 10606 Clematis, Houston TX 77035 (713) 728-3655 - III
- Elaine Bent, 6932 Wakefield, Dallas TX 75231-8120; 214/342-1920 - II
- ✓ Norman A Bert, Texas Tech Univ., TTU Theatre, Box 42061, Lubbock TX 79409-2061; 806/742-3601 - I
- G'Ann Boyd, 11250 Taylor Draper Lane #914, Austin TX 78759; 512/349-5416 - IV
- ✓ Royal R Brantley (West TX A&M Univ.), 6819 Windridge Place, Amarillo TX 79109; 806/359-3613 - I
- ✓ Jay C Brown, 9601 Orlando, Lubbock TX 79423; 806/794-3243 - I
- ✓ Joe A Brown (Texas Wesleyan Univ.), 1513 Holt, Fort Worth TX 76103; 817/534-2161 - II
- † Pam Brown (Cooper HS), 9601 Orlando, Lubbock TX 79423; 806/794-3243 - I
- Lucia Bunch, 3210 Pine Bluff, Paris TX 75460; 903/784-5184 - II
- ▲ Suzanne Burrows-Mingea (The Oakridge School), 1805 Thomas Place, Fort Worth TX 76107; 817/731-9565 - I
- ✓ Sheleigh Carmichael, San Jacinto College-South, 13735 Beamer, Houston TX 77089; 281/922-3497 - III
- ✓ Rod Caspers (UT-Austin), 8004 Epping Lane, Austin TX 78745; 512/326-5233 - IV
- ✓ Marion Castleberry, Oklahoma Baptist Univ., OBU Box 61189, Shawnee OK 74801; 405/878-2370 - I
- Donna Cleveland, P.O. Box 88, New Albany MS 38652; 601/534-3690
- Gene Taylor Clough, 4568 Westchester Dr. Waco TX 76710; 254/776-6228 - II
- ✓ Gene Cole (South Plains College), 1401 College #163, Levelland TX 79336; 806/894-9611 x.2266 - I
- † Kay A. Coleman (Edison HS), 7626 Callaghan Rd. #2204, San Antonio TX 78229; 210/342-4460 - IV
- ✓ Bill G Cook, Baylor University, P.O. Box 97262, Waco TX 76798-7262; 254/710-1861 - II
- ✓ Jerry Cotton (*pending recertification*)(Cedar Valley College), 1428 Meadow Vista, Cedar Hill TX 75104; 972/291-5449 - II
- ✓ Kay L Coughenour (Texas A&M-Commerce), 1701 Meadowview Lane, Commerce TX 75428; 903/886-2652 - II
- Amber A. Crafton, 3665 Scranton Lane, Abilene TX 79602; 915/690-0359 - I
- ✓ Wm. Perry Crafton (Ranger College), 3665 Scranton Lane, Abilene TX 79602; 915/690-0359 - I
- Katy Meaker Craig, 3030 McKinney #1901, Dallas TX 75204; 214/871-9101 - II
- ✓ Philip Craik (McMurry University), 933 Grand Ave., Abilene TX 79605; 915/676-7405 - I
- Josh Crane (Retired), 2300 Colquitt, Apt #43, Houston TX 77098-3237; 713/520-5469 - III
- ✓ David Crawford, Tyler Jr. College, P.O. Box 9020, Tyler TX 75711; 903/510-2678 - II
- Paul D. Crump (Retired), 7903 Braesdale Lane, Houston TX 77071; 713/773-9019 - III
- ✓ Ralph B. Culp, Univ. of North Texas, P.O. Box 13126, Denton TX 76201-6126; 940/565-2306 - II
- ✓ LaDona R. Davis, Trinity Valley Comm. College, 500 S. Prairieville, Athens TX 75751; 903/675-6384 - II
- ✓ Stan C Denman, Baylor University, P.O. Box 97262, Waco TX 76798; 254/710-1861 - II
- Gene Dickey, 4835 N O'Connor Road, Ste 134-447, Irving TX 75062; 972/393-4164 - II
- Tom A Dickson (*pending recertification*)(Thea. Consultant), 404 Cumberland Dr, Hurst TX 76054; 817/498-0870 - II
- Cran Dodds (Bravo Productions), 1419 W 5th Ave., Corsicana TX 75110; 903/872-0559 - II
- Ronald S. Dodson (Retired), 4301 Red River, Austin TX 78751; 512/454-6240 - IV
- ✓ Linda Donahue (Texas Tech Un.), 3727 94th Place, Lubbock TX 79423; 806/797-7290 (h); 806/742-3601(w) - I
- ✓ Lucien Douglas (Theatrical Media Consultant), 2503-C Hartford Rd., Austin TX 78703; 512/469-7818 - IV
- ✓ K Pert Durapau, Tarrant Co. Jr. College-Southeast, 2100 TCJC Parkway, Arlington TX 76021; 817/515-3595 - II
- Bill Durham (*pending recertification*), 2802 Oakhaven Dr, Austin TX 78704; 512/440-0072 - IV
- ✓ Michael Endy, Weatherford College, 308 E. Park Ave., Weatherford TX 76086; 817/594-5471 - I
- † John Evarts (Strickland Middle School), 1917 Canyon Ct., Denton TX 76205; 940/387-5995 - II
- ✓ Charles Falcon (San Antonio College), 14235 Ridgeboro, San Antonio TX 78232; 210/495-7700 - IV
- ✓ Rebecca Faulds, Tyler Junior College, Speech & Theatre, P.O. Box 9020, Tyler TX 75711; 903/510-2208 - II
- ▲ Juan B. Fernández, KD Studio, 2600 N. Stemmons Freeway, Dallas TX 75207; 214/638-0484 - II
- ✓ Ron Fischli (Midwestern State U.), Candlewood Estates, 9 Spring Lake Dr, Wichita Falls TX 76303 (940) 689-4274 - II
- ✓ Michael Kim Frederick, Del Mar College, 101 Baldwin, Corpus Christi TX 78404; 512/886-1507 - IV
- Eileen Garrett, 274 Southwood Dr, Lancaster TX 75146; 972/218-5583 - II
- ✓ Bill Gelber (*pending certification*) (UT-Pan American), 2908 N. 12th St., McAllen TX 78501; 956/682-7696 - IV
- Dennis Gilmore (Athens Little Theatre), 801 Country Club Circle, Athens TX 75751; 903/675-3908 - II
- † Karen Gossett, Strickland Middle School, 324 Windsor, Denton TX 76201; 940/383-1621 - II

- ✓ Alva Hascall, The Univ. of Texas-Austin, P.O. Box 7818, Austin TX 78713; 512/471-0665 - IV
- Maria Sáenz Hascall (Theatre Consultant), 103 W. 32nd St., Austin TX 78705; 512/482-9222 or 512/463-5011 - IV
- ✓ Penelope Hasekoester (Sam Houston State Univ.), 1424 - 22nd, Huntsville TX 77340; 409/294-1330 - III
- ✓ James A Hatfield, Univ. of Texas-Tyler - Theatre, 3900 University Blvd., Tyler TX 75799; 903/566-7425 - II
- ✓ Harold J Haynes (Houston Comm. College-Central), 4816 Main St., Houston TX 77002; 713/527-8277 - III
- ✓ Elizabeth R Hedges (Panola College), 809 Beverly Dr., Carthage TX 75633; 903/693-3880 - II
- Denise Henske, 2218 Mockingbird, Round Rock TX 78681; 512/238-0283 - IV
- Amy Manor-Hickey, 102 Thunderbird Lane, Sunrise Beach TX 78643; 915/388-6555 - IV
- ✓ David Hickey, Southwest TX State, Theatre & Dance, 601 University Dr., San Marcos TX 78666; 512/245-2147 - IV
- ✓ Robert Hodde (San Jacinto Coll.-North), 8222 Kingsbrook #460, Houston TX 77024; 713/973-6338 - III
- ✓ Mark B Holtorf (Tarleton State Univ.), P.O. Box 1801, Stephenville TX 76401-7801; 254/965-2712 - I
- ✓ Richard J Hossalla (Southwestern Univ.), 124 Serenada Dr, Georgetown TX 78628; 512/863-1365 - IV
- ✓ Jami Hughes, Central Texas College, P.O. Box 1800, Killeen TX 76540; 254/526-1536 - II
- Betty Hukill (Paramount Theatre), 1933 Highland, Abilene TX 79605; 915/698-1399 - I
- ✓ Charles Hukill (McMurry University), 1933 Highland Ave., Abilene TX 79605; 915/698-1399 - I
- ✓ Nancy Jo Humfield, Howard Payne University, 1000 Fisk, Brownwood TX 76801; 915/646-2502 - I
- ✓ Paul Hutchins (North Central Texas College), 2901 N Elm St, Denton TX 76201; 940/382-6845 - II
- ✓ Cathy Huvar (*pending recertification*), Wharton Co. Jr. Coll., 911 Boling Hwy., Wharton TX 77488; 409/532-6337 - III
- ✓ James Ivey, Hardin-Simmons Univ.-Theatre, P.O. Box 14864, Abilene TX 79698-4864; 915/670-1404 - I
- ✓ Jerry R Ivins, San Jacinto College-Central, 8060 Spemcer Hwy, Box 2007, Pasadena TX 77501; 281/476-1828 - III
- Charles R Jeffries, 2935 Nacogdoches, Apt 209, San Antonio TX 78217; 210/826-8097 - IV
- ✓ Jay Jennings (Southwest Texas State Univ.), 911 Hillyer, San Marcos TX 78666; 512/392-1669 - IV
- ✓ Dennis J Johnson (Montgomery College) 231 IH 45 N - #2805, Conroe TX 77304; 409/539-5371 - III
- ✓ Lynette Perkins Jones (Lee College), 1122 Jeffrey, Deer Park TX 77536; 281/425-6486 - III
- ✓ Kathleen Juhl, Southwestern Univ.-Theatre & Communication, Georgetown TX 78626; 512/863-1368 - IV
- ✓ Kathy Watson Jumper (Texas A&M-Commerce), P.O. Box 3404, Commerce TX 75429; 903/468-4492 - II
- Pat Jurek, 237 Royal Road, Port Lavaca TX 77979; 512/552-2255 - III
- ✓ Joseph Kaough, North Harris College, 2700 W W Thorne Dr, Houston TX 77073; 281/443-5548 - III
- ✓ Ray E Karrer (Paris Jr. College), 2346 Hubbard, Paris TX 75460; 903/784-3885 or 903/782-0242 - II
- ✓ James D Kemmerling (West TX A&M Univ.), 7413 Dreyfuss, Amarillo TX 79121; 806/355-8091 - I
- ✓ Nancy C. Kennedy, 1602 Jackson, Commerce TX 75428; 903/886-0952 - II
- † Silas Kennemer (L.D. Bell HS), 3420 Bird St, Fort Worth TX 76111-4810; 817/838-2061 - II
- † Cherald Ellis Kocurek (Talented/Gifted Magnet), 10832 Marchant Circle, Dallas TX 75218; 214/944-2329 - II
- ✓ Jay P. Kyle, Hill College, P.O. Box 619, Hillsboro TX 76645; 254/582-2555 X.271 - II
- ✓ Katherine A. LaPietra (West TX A&M Univ.), 3631 Brennan Blvd. #7H, Amarillo TX 79121; 806/656-2806 - I
- ✓ Richard Leslie (McLennan Comm. College), 3416 Live Oak, Waco TX 76708; 254/754-8514 - II
- ✓ Terral S Lewis, Amarillo College, P.O. Box 447, Amarillo TX 79178; 806/371-5343 - I
- ✓ Kathy Lingo (Collin Co. Comm. Coll.), 2429 Dalgren, Plano TX 75075; 972/596-1687 - II
- ✓ Susan Loughran (St. Edward's Univ.), 3621 Leadville Dr, Austin TX 78749; 512/282-9236 - IV
- ✓ Jerry MacLauchlin (McLennan Comm. Coll./Baylor Un), 4704 Edmond, Waco TX 76710; 254/776-3896 - II
- ✓ Glenna D Maglio-Owens, Montgomery Community College, 3200 Hwy 242W, Conroe TX 77384; 409/273-7267 - III
- ✓ Jim Mammarella, San Antonio College, 1300 San Pedro Ave, San Antonio TX 78284; 210/733-2715 - IV
- ✓ Christopher Markle (Texas Tech Univ.), 4206 42nd St., Lubbock TX 79413; 806/742-3601 - I
- ✓ Jonathan Marks (Texas Tech Univ.), 4012 92nd St., Lubbock TX 79423-2928; 806/742-3611 - I
- † Terry Marrs (Bronte ISD), P.O. Box 308, Bronte TX 76933; 915/473-2511 - I
- Lou-Ida Marsh (Theatre Consultant), 607 W Fox, Caldwell TX 77836; 409/567-4388 - II

- ✓ Sandra Mayo, St Phillip's College, 1801 Martin Luther King Dr, San Antonio TX 78203-2098; 210/531-3597 - IV
- Connie McMillan (Retired), 602-B Texas Avenue, Austin TX 78705; 512/482-8253 - IV
- ✓ Nancy McVean, Weatherford College, 308 E. Park St., Weatherford TX 76086; 817/594-5471 x.307 - I
- ✓ Joseph Daniel Mendoza, Lee College, P.O. Box 818, Baytown TX 77521; 281/425-6538/6355 - III
- ✓ James R Miller, Sam Houston State Univ., P.O. Box 2297, SHSU, Huntsville TX 77341; 409/294-1328 - III
- ✓ Mary Jane Mingus (Free-lance Designer), 2021 Woodland Dr, Stephenville TX 76401; 254/968-2207 - I
- ✓ Luis Muñoz (*pending recertification*)(Summit Productions), 308 Lark Ave., McAllen TX 78504; 956/686-8170 - IV
- ✓ Pat Musburger, 2410 Pine Terr, Kingwood TX 77339; 281/359-9897 - III
- ✓ Patrick Muscanere (Nortel MultiMedia), 1810 N. Garrett Ave, Suite 210, Dallas TX 75206; 214/823-6539 - II
- ✓ Bradley A. Nies (*pending certification*), Blinn College, 902 College Ave., Brenham TX 77833; 409/830-4269 - III
- ✓ John E Ore (Southwestern Univ.), 601 5th St, Pflugerville TX 78660; 512/251-1281 - IV
- ✓ Allen H Oster (Stephen F. Austin St. Un.), 810 1/2 N Mound St, Apt 2, Nacogdoches TX 75961; 409/564-8821 - II
- ✓ Krin Brooks Perry (Southwest Texas State Un.), 4312 Eskew Dr, Austin TX 78749; 512/280-7577 - IV
- ✓ Adonia Placetate, Lamar University, P.O. Box 10044-LUS, Beaumont TX 77710; 409/880-8037 - III
- Angela Porter, 19197 Valley Dr., Flint TX 75762; 903/894-8314 - II
- Beulah Pruett (Emeritus, Alex.-Smith Academy), 10351 Chevy Chase, Houston TX 77042-2445; 713/789-6153 - III
- ✓ Jim Rambo (McLennan Comm. College), 4101 Grim, Waco TX 76710; 254/299-8177 - II
- ✓ Robin Robinson (Grayson County College), 3122 Dauphine, Sherman TX 75090; 903/813-0136 - II
- ✓ Allan Ross (San Antonio College), 135 Seford Dr, San Antonio TX 78209; 210/733-2745 - IV
- ✓ Marti Runnels, Wayland University, 1900 W 7th St, Plainview TX 79072; 806/291-5054 - I
- ✓ Stacy Schronk (*pending recertification*)(Tarrant Co. Jr. Coll.-Northeast), 1410 El Camino Real, Euless TX 76040; 817/267-8674 - IV
- † W. E. Schuetz (Gregory-Portland ISD), P.O. Box 885, Ingleside TX 78362; 512/776-2707 or 512/643-2538 x.282 - IV
- ✓ Roger Schultz, Texas A&M University-Theatre Program, TAMU, College Station TX 77843-4234; 409/845-2526 - II
- ✓ Gregory M Schwab, Sul Ross State Univ., P.O. Box C-29, Alpine TX 79832; 915/837-8220 or 915/837-1068 - I
- ✓ Diana Gural Searcy (Kingwood College), 3606 Oak Gardens, Kingwood TX 77339; 281/358-7454 - III
- ✓ Vickie Shamp-Ellis (Grayson Co. Jr. Coll.) Rt. 2, Box 102-A, Denison TX 75020; 903/463-8590 - II
- ✓ Chuck Sheffield (*pending recertification*), Richland College, 12800 Abrams Road, Dallas TX 75243-2199; 972/238-6255 - II
- ✓ Eric Shephard (Baylor Univ), 700 S. 4th #603, Waco TX 76706; 254/752-2867 - II
- Linda Lucretia Shuler (Theatre Consultant), 2744 Briarhurst #25, Houston TX 77057; 713/977-2953 - III
- ✓ Victor L Siller, Tyler Junior College, P.O. Box 9020, Tyler TX 75711; 903/510-2203 - II
- ✓ Ed Simone (Southwest Texas State Univ.), 307 Quarry St., San Marcos TX 78666; 512/392-8565 - IV
- † Robert Singleton (*pending recertification*), H.S. Performing & Visual Arts, 4001 Stanford, Houston TX 77006; 713/942-1966 - III
- Alma Slawinski, 1220 Sally Anne Dr, Rosenberg TX 77471; 281/232-5758 - III
- Laura Lundgren Smith, 615-B West Lamar, McKinney TX 75069; 972/562-7231 - II
- ✓ Lawrence Ray Smith (Theatre Consultant), 522 East Lane, Kerville TX 78028 (830) 895-5936 - IV
- † Vicki Smith (George Jr. High/Rosenberg), 4531 Topaz Trail Dr., Sugarland TX 77479; 281/980-1210 - III
- ✓ Thomas F Soare, Sam Houston State Univ., P.O. Box 2297-S.H.S.U., Huntsville TX 77341; 409/294-1338 - III
- ✓ Cynthia M SoRelle, McLennan Community College-Theatre, 1400 College Dr, Waco TX 76708; 254/299-8101 - II
- ✓ George W Sorensen (Theatre Consultant), 2 Brentwood Circle, Lubbock TX 79407; 806/797-5502 - I
- ✓ Neil St Clair (*pending recertification*), Howard Payne Univ., 1000 Fisk, Brownwood TX 76801; 915/649-8505 - I
- ✓ David Stevens (Univ. of Oklahoma-Norman), 2920 Chautauqua #58, Norman OK 73072; 405/447-9692 - II
- ✓ Clarence Strickland (Tyler Jr. College), 10633 FM 2767, Tyler TX 75708; 903/533-9369/510-2211 - II
- ✓ Jimmy L Tinkle, 1608 S 1st, Lufkin TX 75904; 409/634-5800 - II
- ✓ Wayne I Toone (Temple College), 514 E 6th Ave, Belton TX 76513; 254/939-2743 - IV
- ✓ C Lee Turner (Prairie View A&M Univ.), 11206 Early Spring Circle, Houston TX 77064; 281/890-0773 - III
- ✓ Patrick Vaughn (Angelina College), 810 Wells, Diboll TX 75941; 409/829-3865 - II
- ✓ Ray von Rosenberg (Central Texas College), 3301 Buffalo Trail, Temple TX 76504; 254/773-4372 - IV
- ✓ Steven W. Wallace, Univ. of Oklahoma-School of Drama, 563 Elm, Room 209, Norman OK 73019; 405/325-4021 - II
- ✓ Keith West, Sul Ross State Univ., Box C-36, Alpine TX 79832; 915/837-2377 - I
- ✓ Connie Whitt-Lambert (Texas Wesleyan Univ.), 5308 Tartan Circle, Denton TX 76208 (940) 387-2408 - II
- ✓ E Don Williams, Lubbock Christian Univ., 5601 19th St, Lubbock TX 79407; 806/796-8800 x.201 - I
- ✓ John Presley Wright (Paris Jr. College), 525 N.E. 42nd St., Paris TX 75462; 903/784-4558 - II
- ✓ Mary Ellen Wright, UT-Tyler, Dept. of Theatre, 3900 University Blvd, Tyler TX 75799; 903/566-7289 - II
- Denise Yeatts-Logan, 312 Cherry St., Sanger TX 76266; 817/858-0492 PG. 669-2816 - II
- Angela Zbraneck, P.O. Box 1982, Winnie TX 77665; 409/296-4095 or 409/336-6454 - III

**Eligible critic judges as of date of printing, Sept, 24, 1997.**  
The 1997-98 Texas Educational Theatre Association Adjudicator Organization's List of Critic Judges is published for the benefit of zone, district, area and regional personnel making choices of critic judges for the one-act play contest. Only the judges on this list may be used to adjudicate UIL one-act play contests. [Refer to Section 1033 (d) (3) (A) in the current *Constitution and Contest Rules.*] The UIL recommends the use of a single critic judge. [Refer to Section 1033 (d) (3) (B) (i).]

### Key

- ☆ TETAO recommended area/region judge
- Independent
- ✓ College/university employee
- † Public school employee
- ▲ Private school employee
- I-IV Approximate region of residence
- ( ) Institution affiliation

# Committee changes basketball rules

Adding two 20-second time-outs and reducing one full-length time-out were among the seven rules changes approved by the National Federation Basketball Rules Committee April 6-7 in Kansas City.

Beginning with this season, each team will be entitled to three full-length time-outs and two 20-second time-outs during a regulation game. Unused full-length and 20-second time-outs may be used at any time during the game or in extra periods.

"The committee made this change in an effort to enable coaches to make quick adjustments without using a full-length time-out," said Rick Wulkow, chairman of the NFHS Basketball Rules Committee and administrative assistant of the Iowa High School Athletic Association. "Two 20-second time-outs have been added, but one full-length time-out has been dropped."

With the revision of Rules 9-191 and 9-1-10, the committee returned to the rule of 1981, which prohibits players along the lane from moving until the free-throw attempt strikes the backboard or ring or until the free throw ends.

"The committee felt that keeping players from entering the lane on the release of the free-throw attempt will solve some problems of rough play," Wulkow said. "The committee felt that the 'old' rule was better, as it reduced the amount of time for rough play in free-throw situations."

In an effort to make the rule easier to understand and interpret, the committee redefined a "tap" so that it is treated as a try for goal when a foul occurs. Now, a tap starts when a player's hand(s) touch the ball in an attempt to tap it into the basket.

The committee removed warm-ups from the rule which restricts the size of manufacturer's logos/trade names to a maximum of 1 1/2 inches by 1 1/2 inches square. In addition, the committee added illegal pants to the list of players' uniform items which will result in a technical foul. If players wear other items of apparel which are not legal, they may not participate in the game.

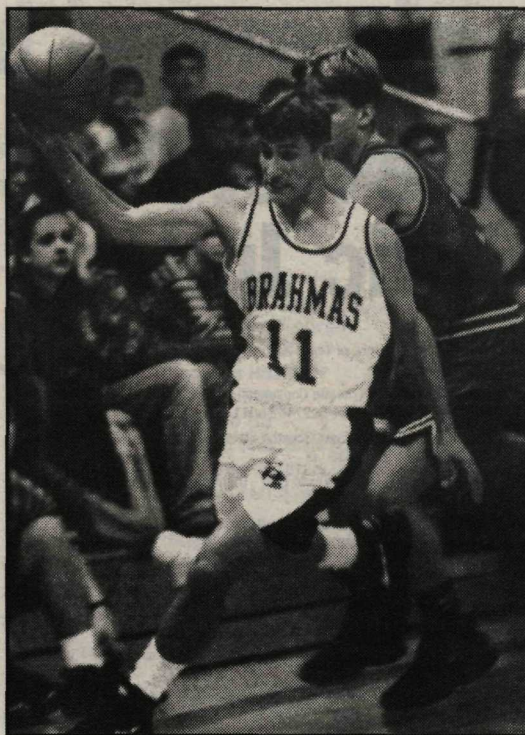
"Illegal pants will be penalized with a technical, but the player may participate," Wulkow explained.

## Rule changes

Although the NFSHSA Basketball Rules Committee made several changes to the rules governing basketball games, two were particularly significant.

Each team will be entitled to three full-length time-outs and two 20-second time-outs during a regulation game.

On free-throws, all players must wait until the ball strikes the basket or backboard before moving along the lane.



## DOWN THE COURT

New rules in basketball reduced the number of full-length time-outs and added two 20-second time-outs. Other rule changes by the National Federation impact everything from when players can move after free-throws to rules regarding players locking arms. Photo by Zach Prazak, East Bernard HS

Players that wear illegal apparel such as socks, headbands, sweatbands, etc. may not participate."

To eliminate a technical which is being used, the committee adopted Rule 10-1-11 to stipulate that a team shall not allow players to lock arms or grasp teammates in an effort to restrict movement of an opponent. The penalty for that action will now be a team technical foul not charged to the coach.

In an effort to have the table officials seated next to each other, the committee recommended that the

official scorer and the official timer be seated next to each other.

With an addition to Rule 1-18, state associations may authorize supplementary equipment to aid in game administration.

"This change follows three years of experimentation at North Carolina state tournaments," Wulkow said. "For example, the clock stops automatically on a whistle and is restarted by the official pushing a button on a belt pack or it can be restarted by the clock operator. This system, takes the human error factor out of the game."

"In an effort to correct a problem in our game with the dribble/travel rule, a definition has been added in Rule 4 for palming/carrying the basketball."

Dick Schindler, assistant director of the NFHS and editor of the high school basketball rules, said, "The committee felt that the game of high school basketball is experiencing an all-time high in terms of fan attendance, and generally is in very good shape. Because of that, the committee agreed that few major changes were necessary."

"However, the committee did identify three aspects or components of the game which will be given special emphasis and those specific areas have been expressed in the adoption of the points of emphasis for the 1997-98 season. These points of emphasis, which will be discussed at rules clinics around the nation prior to the season, will be: 1) substitution procedures; 2) counting situations; and 3) hand-checking. Hopefully, such emphasis will call attention to these problem areas and reduce some of the committee's concerns."

Basketball is the second-most popular sports with 545,596 participants and the most popular in terms of school sponsorship with 16,574 schools offering the sports according to the 1995-96 NFHS High School Athletics Participation Survey. It's the top sport for girls in both categories with 445,869 participants in 16,198 schools.

Reprinted with permission from *Coaches' Quarterly*, summer 1997.

## Winning all a matter of perspective

As a proud alumna of The University of Texas at Austin, I have been coping the past two weeks with the Longhorn's devastating loss to UCLA – the second worst loss in UT history. It seems like UT has broken just about every losing record there is to break. Not only have I received numerous calls and e-mails from my Aggie friends, but now my own family members are asking, "What happened to YOUR Longhorns?" Needless to say, it's been a tumultuous two weeks.

I suppose things could be worse – I could be John Mackovic. The local newspaper and sports talk shows have been extremely negative toward UT's head coach. Just about everyone wants him replaced, and the sooner the better. It's amazing to me how these same people called Mackovic a hero just last December when he beat Nebraska (anybody remember the 4th and inches play of the century)? All of the harsh words and criticism directed at the UT coaching staff has made me think a lot about putting things in



**Rachel Seewald  
Hendrex**

Public Information Director

proper perspective. After all, it's only a game, right? That's what we tell our students, isn't it? Or is it? I've seen some pretty heated contests over the years – everything from Little Dribblers to Current Issues & Events to the State Basketball Championships. At times, these competitions seem to be much more than a game.

Competitive activities should be viewed as a mutual quest for excellence in the face of challenge. Simply doing one's best in an attempt to meet the opponent's challenge is what teams should strive for. Winning is not necessarily a sign of competitive success, and losing is not necessarily a sign of competitive failure. If winning were the sole criterion of success, it would make sense to take pride in consistently defeating far weaker opponents by wide margins. Conversely, if losing were necessarily a sign of competitive failure, a weaker opponent would have no cause for pride after having extended a far superior opponent to the limit before being defeated.

What I am suggesting is that winning is far from everything in competition. Not everyone can win, but each participant may well meet the challenge set by an opponent. It is natural to feel elated at victory or disappointed at defeat. Even when opponents are mismatched, pride in victory may be appropriate.

If "it's only a game," why should success and

failure matter at all? There is no question that winning is overemphasized, especially in today's society. Competitive activities are not life and death situations, yet coaches are fired all the time for not producing a winning season. As educators, we need to emphasize activities as a context in which to stretch skills and capacities to the limits in pursuit of excellence. These skills include teamwork, courage, dedication and passion.

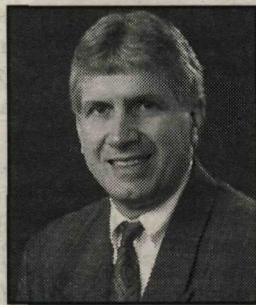
The key for coaches and sponsors is to balance an emphasis on achievement and competitive success with participation and instruction in developmental skills. Competitive activities, at their best, involve the application of standards of excellence to challenges individuals regard as worthwhile in themselves.

Winning will continue to be overemphasized, rules will often times be broken, athletes will continue to be exploited, and yes, ranked teams will continue to get beat. But having the right attitude and perspective by realizing that "it's just a game" can help ease the blow when losing does occur.

For John Mackovic and the UT football team, life goes on. And when one of your teams fails to earn a victory, life will go on for you as well. Much can be learned from competitive activities, regardless of the outcome. It's all just a matter of perspective.

# High school athletic competitors much better off today than in 1910

The League is proud of the fact that the inter-high school competitive system has been, since its origin in 1910, an important phase of public education. In reality the League and public education are one and the same. From the ranks of League participants have come outstanding governors, judges, lawyers, teachers, pastors, etc. Prior to and during the early stages of League supervision, the high school athletic program in Texas left much to be desired. In fact, the reason for the League's existence sprang from the desire of our school administrations to control athletics and to provide sound educational programs for bona fide high school students. Over its 88 years of existence, the League, through the wise guidance of public school administrators, has progressed to the point where it is today—one of the outstanding associations of its type in the world.



**Dr. Charles Breithaupt**  
Athletic Director

Good ol' days?

We hear a lot about the good old days in education. The League often hears about the good old days in high school athletics and how much better they were than today. Let's list what was happening in 1910 and compare it with today. Any fair-minded reader will then agree that we have come a long way (and for the better) in high school athletics.

1. The athletic coach in 1910 was usually an outsider, or at best a teacher with no athletic background. Today, a coach must be a full-time employee of the school and well versed in the sport.
2. In 1910 unauthorized, self-appointed outsiders financed the team and infringed on the coach's prerogatives. Today the control of athletics must be in the hands of the superintendent of schools and financed by the school.

3. In 1910 practice periods were lengthy and consisted mostly of scrimmages. Today a better trained coach plans his work in such a way as to avoid excessively long scrimmages and practice periods.
4. In 1910 many coaches thought loud talk, rough action, tobacco chewing and profanity were a part of the program. Today, your students play under coaches who realize that athletics are a part of our educational program and as a result such practices cannot be condoned.
5. In 1910, athletic equipment was inadequate and the players had to buy it. Today, the school furnishes all equipment and it is all designed to protect the athlete.
6. In 1910, no physical examination was required. Today, practically all students reporting for athletics must have a physical examination, and 90 percent of the schools provide an athletic insurance policy for them.
7. In 1910, few if any eligibility rules existed, and often men who never darkened the door of the school played. Our records show where even coaches played. Today, adequate eligibility rules insure only bona fide high school students participate.
9. In 1910, there were few showers, few lockers and dressing rooms, and few adequate playing fields. Today, practically all schools have well-lighted playing fields, equipped with dressing rooms, lockers and showers.
10. In 1910, it was difficult to secure adequate officiating. Today, we have the best officials in the history of athletics. They are well trained, capable, and honest.
11. In 1910, the coach was not trained in his profession. Today, all coaches have college degrees, and are well grounded in psychology, health, first-aid, ethics and sports techniques.
12. In 1910, athletic squads were small. Today, the squads are large and well balanced. More students are given opportunities to participate in

this fine school program.

True, there is much progress to be made yet, but in all fairness, who really wants to go back to the "good ol' days"? It is fine to reminisce and recall the early days of high school athletics in Texas, but only an extreme, blind sentimentalist would insist that we return. This brief review indicates only a small part of the progress made in our secondary athletic program during the first 100 plus years of Texas public school education. We hope that the progress of the past will be a stimulus for the future, and that by 2054 there will exist in Texas a truly 100 percent educational athletic program.

In actuality, this article was written in 1954 to celebrate the 100th year of public education in Texas. A few changes were made to adapt the text to 1997. But, the message is the same. Much progress has been made but more paths must be paved for the League to completely meet its goals.

We are better in 1997 than we were in 1954. After 88 years of service, we have learned to listen with empathy and concern but have continued to make the tough decisions necessary to keep our activities fair, equitable and in proper balance. Because the UIL has listened to its members through the years, we have been able to make appropriate changes so as to ensure equity and fairness in competition.

While the wolves howl at times because of changes or the lack thereof, I can only quote from a passage given to me by a coaching friend: "The dogs bark, but the caravan moves on."

Yes, the League has moved on from its humble beginnings in 1910 to the litigious nature of the 1990's. We can only grow through the criticism and through the changes. The face of the League has changed dramatically through the years. The inclusion of students from all races and genders and the numerous exceptions afforded by our rules are proof positive the League listens to its public. As we enter the 88th year of public school service, let's acknowledge we are better off than we were, but not satisfied with where we are in 1997.

## PUBLIC REPRIMANDS

### SOCCER

Jason Ceyanes, Dickinson

### BASKETBALL

Trevia Cyrus, Houston Welch Middle School

Shelia Davis, Dallas Adams  
Daniel Hinojosa, Amarillo Bowie  
Kyna Massey, Sulphur Springs  
Phillip Moore, Mineola  
Raul Mendoza, Valley View Junior High

Pat Munoz, Hawley  
Steve Myatt, Gruver  
Hubert Sthran, Duncanville Reed Middle School  
Jefferson Teague, Tolar  
Tommy Thompson, Abilene Cooper  
Mike Whalen, Harlingen Coakley Middle School  
James White, Houston Cullen Middle School

### BASEBALL

Herman Johnson, Dallas Jefferson  
Gary Key, Galveston Ball

### SOFTBALL

Amy Coulter, Alvarado

### VOLLEYBALL

James Morton, Sulphur Bluff

## Information

On a separate piece of paper, include the following information. Mail or fax to High School Extra at the address and fax number listed below. Do not send information to the UIL.

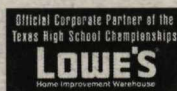
- School name and address
- Type of sport, team name, coach's name
- Athletic director and phone number
- School principal and phone number
- TWO references to acknowledge performance with phone number
- Description of community involvement (minimum 100 words)

Feel free to attach additional information.

## Mail or fax to

Home Team Award, High School Extra  
2016 East Randol Mill Rd., Ste. 402  
Arlington, TX 76011  
fax: 817/275-1166

Visit the UIL Home Page for a complete copy of the application: <http://www.utexas.edu/admin/uil/>.



# Lowe's Home Improvement Warehouse Home Team Award Nomination

The **Lowe's Home Team Award** will be presented to a Texas high school sports team that exemplifies, through its actions as a team, an exemplary sense of community spirit and giving. A team's organized volunteerism aimed at charitable causes in their own neighborhoods will play heavily in determining weekly awards. The award can also go to a team that overcomes adversity off the field.

Win one of 40 \$1,000 weekly contributions to different Texas high schools plus one \$10,000 grand prize to a high school on behalf of the school's team which meet the criteria.

Examples of actions that will be acknowledged include, but are not limited to, the following.

- Donating their time to a community-sponsored event or charitable organization
- Helping rebuild/cleanup a part of their community
- Helping underprivileged youth in their community
- Overcoming and contributing in the face of a natural disaster

Teams can qualify for the award by taking any action, as a team, that gives back to the community or school. This award is not about winning or losing on the field or court, but rather coming together as a unit and helping to make their school or hometown a better place to live and learn.

# Strong baseball lobby ensured exception to rule

## Softball given same flexibility regarding coaching of summer leagues

Last week I received a three-sentence letter that read: "Why are baseball/softball coaches allowed to do what volleyball coaches are not? I'm sure there is a reason the rule is written. Is it a secret?"

Although my reply to the letter was brief, it reminded me of the vast number of new coaches in the field since the addition of softball. My concern was not so much that baseball/softball rules parallel other sport plans, but that because of rapid growth, coaches new to the sport may not understand the exceptions to off-season regulations, or that new coaches may not know how to apply the exceptions to their programs.



**Cynthia Doyle**

Associate Athletic Director

school on the same team/squad if school coaches are not coaching any of their own 10-12 grade students." —Section 1209 (f) (3) (A) of the *Constitution and Contest Rules*

### Summer leagues

Composite summer leagues usually start during the spring semester while schools are in session. League organizers get together and send information directly to students, or ask area coaches to post or distribute information to students in their school. Participation on a non-school team cannot be mandatory. School coaches may not require that an athlete play in a specific league, on a specific team, or with a specific coach during the off season. This doesn't prevent a coach from pointing out when a non-school program has a reputation for being unorganized, or a "rip-off." Students can be warned that not every opportunity is a good one and that some programs deliver better philosophies for participation than others. In other words, more money doesn't always mean a better program, and more travel doesn't always mean better competition.

Many of the better non-school programs try to place school coaches in key position as coaches or league administrators: A school coach that chooses to work with six or fewer students in a summer league may help with the organization of the league, provided it is not done on school time. However school coaches cannot assume their coaching duties for students from their school attendance zone until after the last day of school.

When summer league rosters change and additional teams pick up additional players, school coaches must be careful not to pick up additional players from their attendance zone. Once a coach has worked with the six players from grades 10-12, additional players and replacement players to the league teams must be from outside the coach's attendance zone.

The same principle is used at the end of summer play when the non-school season overlaps the first days of school. If teams have not finished league games and school begins, someone other than a school coach must complete the league schedule, if school athletes are on the league team.

Leagues that begin in the fall may not have school coaches as coaches.

The exception to off-season regulations for baseball/softball does not affect other off-season rules. School coaches may still hold camps/clinics for K-8 athletes during any one week during summer months. School coaches may coach non-school teams for students grades K-8.

### A strong lobby

The question about why baseball/softball has the exceptions, has to do with a strong baseball lobby. When baseball became a UIL sport, this lobby saw that certain limitations were written into the plan. Coaches being able to coach select players during the off season was part of the plan when it was adopted. Although softball did not have a lobby that asked for the exception, the softball plan was written to parallel baseball. The plan was adopted and has worked, in my opinion, as well as the baseball plan.

Complaints from schools and from parents about the plan are not related to the exception. Instead, they focus on coaches who exclude kids from playing on the team of their choice or who force students, through scare tactics or threats that they won't make the team, to play on a specific team.

The baseball/softball exceptions have not been as heavily debated as year-round coaching. When other sports feel they need a change for off-season guidelines, they need to take the concerns to the Legislative Council. If schools feel that baseball and softball have an advantage over other sports, the time may be right to re-examine the rule.



### SO CLOSE

Round Rock defeated Lubbock Monterey 7-1 in last year's state baseball finals. Photo by Andy Christensen.

The baseball/softball exception states: "School coaches may coach non-school composite summer league baseball or softball teams/squads if no more than six incoming students in grades 10-12 from that coach's school district attendance zone are on the team/squad. (Students who have completed their high school eligibility in that sport do not count in the player limitation, and neither do incoming students in grades 10-12 who did not play in that sport in an inter-school contest during the school's previous season.) There is no limit on the number of students from the same

### From the rule book

There is no limit on the number of students from the same

# Sports officials deserve chance at success too

Obviously there are a lot of different ways to measure success. But what if I told you that during the course of the game, you as the head coach received a grade of 95. Of all the decisions, playing calling, substitution patterns, etc., you made the right call 95 percent of time.

We would both take that grade right now and head to the house feeling pretty darn good about ourselves. Certainly we would believe that we gave our kids and the team a very good chance of being successful (i.e. winning) that night.

Well then, if that is the case, why do we think that the sport official that

grades out at 95 percent is so horrible?

Before we get too far along in this, let me confess that on certain nights during the basketball season, I am one of those guys in the striped shirt. However, I am not here to defend the refereeing profession. I am

here to point out that the relationship that coaches and officials have does not need to be so adversarial.

In basketball, and it applies to all sports, officials refer to it as the "95-5 theory." A contest in which an official get 95 calls right and only five wrong is a pretty good effort by anyone's standards. But the only thing the coaches, players and fans want to talk about after the game is the five calls that were missed.

If you as a coach are constantly grading out at 95 percent, do you want to be repeatedly told you stink? Probably not. Nobody does. While not all officials even come close to that grade of 95 percent, many more grade lower than that, you know that going into the contest.

Human nature strives for perfection. You ask perfection of yourself, your assistant coaches and your players. Deservedly so. You expect the same effort from the officials.

But while perfection is a suitable objective, it is an unrealistic goal. Expect and demand effort. I don't care how good of a basketball official I think I am, I'm not nearly that good that night if I didn't give you and more importantly, your kids, 100 percent effort.

An official's job is really a pretty easy one when you get right down to it. Their sole purpose in that contest is to insure that both teams have an equal chance at winning. It does not matter who is the home team, and it does not matter which team has

the better record coming in. The officials should walk off the playing field or floor knowing both teams had a fair chance at winning.

Sure some officials have better judgment than others. Judge them on judgment.

Sure some officials have better knowledge of the rules than others. Judge them on their knowledge of the rules.

Certainly some are physically in better shape than others. If your sport requires some physical conditioning, judge them on their condition.

All games require game management. If one is able to "control" a game better than another, judge them by that standard.

If you win, great. But don't judge the officials because you won—you're not going to win them all. Don't judge the officials just because you lost—you may win next time.

Winning is very important because ultimately that's how you're going to be judged by many of your peers. You will be pleasantly surprised how much more effective you can be as a coach when you worry about your players and game situations and leave the officials alone—they don't hear you anyway.

When you work to be the best coach you can, the students play the best they can and the officials are left alone to do their jobs, you may be involved in a game where both of you deserve a 95.



**Peter Contreras**

Asst. to the Athletic Director

An official's job is really pretty easy when you get right down to it. Their major purpose is to insure that both teams have an equal chance at winning.

# Status of medium ensemble questioned as state-level event

One of the burning issues that appears on virtually all UIL music related committee agendas these days is the medium ensemble and its status as a state level event. Historically the medium ensemble has undergone constant modification since its inception in the 1970's as music directors and administrators have attempted to establish a universal definition for what a medium ensemble is and how it relates to the total music program. Does the medium ensemble fill a unique niche in the educational scheme of our music programs; or does it simply duplicate the kind of conducted music experiences our students already receive in concert organizations? And, if our desire is to provide true chamber music experiences for our students, can we better serve this need through small ensemble programs?

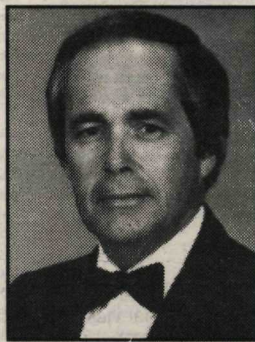
In addition, over the years there has also been increasing concern regarding performance standards for these events. At present the percentage of Division One ratings awarded to medium ensemble entries at region averages 70 percent, with some regions running as high as 90 percent Superior ratings. This means that, if medium ensembles still performed at the Texas State Solo and Ensemble Contest, judges would be certifying better than two out of every three medium ensembles for state-level competition. This ratio far exceeds the percentage of events advancing to state in virtually all other UIL academic, fine arts and athletic events.

Thus the debate continues, as some directors say the medium ensemble is an integral, crucial part of their programs while others say it has questionable value. In between these two extremes are countless philosophical stances reflecting a broad array of educational viewpoints regarding the relative merits of the medium ensemble. These viewpoints are accompanied by an equally broad palate of recommended plans of action that range from total elimination of the medium ensemble to the reinstatement of this event with no modifications.

It is clear that we are at a crossroads. The medium ensemble was suspended as a state-level event two years ago. The UIL Legislative Council has now given us a the opportunity to evaluate this event and determine its status for the future. Primary points of view follow:

From exit surveys at the 1997 Texas State Solo and Ensemble Contest:

1. Restore the medium ensemble as is.
2. Create a prescribed music list for medium ensembles.
3. Have medium ensemble contest for jazz ensemble only.
4. Do away with the event at region and state.
5. Leave the medium ensemble out of the state contest. Having medium ensembles lowers the standards of TSSEC.
6. Allow only a certain number of entries per region to advance to state.
7. Medium ensembles have no place at this contest.
8. We must have stricter standards at the region contests.



**Richard Floyd**  
Music Director

*It is clear that we are at a crossroads. The UIL Legislative Council has now given us a two-year window to evaluate this event and determine its status for the future.*

From the Music Advisory Committee meeting in San Antonio in July the band, choir and orchestra delegates propose a variety of possible plans of action including:

9. Have judges at region select "Outstanding Ensembles" to advance to state.
10. Divide the medium ensemble events into more specific categories, create a prescribed music list for categories where appropriate, and eliminate from state competition categories where no prescribed music list is possible. (Note: The vocal division does not favor the adoption of a PML for medium ensembles.)
11. Submit audition tapes to state office which would hire a judge to evaluate merit to advance to state.
12. Create advance track (similar to memory requirement for solo events) and use in conjunction with a prescribed music list.
13. Use three judges for medium ensembles at region.
14. Develop a comment sheet that clearly spells out criteria required to earn a Division One.
15. Decentralize location and have state level contests at various locations throughout the state.
16. Develop a two class system with Class I performance requirements (i.e. two contrasting selections from prescribed music list) for advancement to state and an open, unrestricted class that would perform at region only.

The Technical Advisory Committee (TAC) (see Section 1100(B) of C&CR) met with the Legislative Council Standing Committee on Music in August. During this session there was very candid conversation between the music educators who sit on the TAC and the school administrators who are members of the Legislative Council. Based on all previous testimony the TAC members at that meeting were unanimous in their opinion that the medium ensemble should not be reinstated as a state level event based on the following rationale.

1. Continuation of the medium ensemble at state allows directors to involve students in the contest without any real individual or small ensemble experience. Solo and ensemble contest should promote events in which the director coaches rather than conducts.
2. Our music programs will be better served if music directors invest time in individuals and small ensembles rather than preparing another large ensemble that closely resembles a concert band, choir or orchestra. In a medium ensemble a student can depend on the strong player/singer on the same part. Solo and small ensemble participation develops individual listening and musical skills necessary for becoming a better musician and member of an ensemble.
3. Music educators would agree that participation in solo and small ensemble endeavors is probably the most beneficial experience for music students to attain high levels of maturity in perfor-

mance. One of the most important aspects of preparing solos and small ensembles requires individual and group preparation at times when a music director is not present. In this setting students must make their own decisions about tuning, rhythm, tempo and other musical considerations without the benefit of direct help from a teacher at each rehearsal. This practice promotes individual responsibility, good listening habits, and, if really well done, improves individual musicianship in ways that cannot be duplicated in a medium ensemble or large group.

4. To have a state level competition for medium ensemble would require a more rigid criteria than in the past, yet those who want the event reinstated are widely divergent on how to do it and have suggested no realistic solution.
5. Establishing a prescribed music list is an unrealistic option, especially with groups such as mariachi, jazz band, and show choir. On the other hand to allow groups to use currently existing PML large ensemble selections would only create another concert competition for small bands, choirs and orchestras.
6. The UIL should not be expected to provide a state level contest for every type of musical event. Although certainly worthwhile and valid in many respects, the medium ensemble is not an appropriate musical venue in the TSSEC setting. We as music educators should be utilizing this prestigious event as a vehicle to promote solo and small ensemble performance for the state's most gifted and talented music students.
7. Only the very best should receive a Division One in any event and all groups advancing to a state level contest should be held to the same set of standards of judging. Yet, it is difficult to reconcile the fact that medium ensembles conducted by the director are judged by only a single peer adjudicator. In this intimate setting many judges find it difficult, if not impossible, to give a candid evaluation and rating. Thus region medium ensemble ratings are too inflated to eliminate groups that do not deserve "state" recognition.

One can see that the opinions and recommendations are diverse. Clearly there is no true consensus that would mold a clear path for the future. As a result the responsibility of determining how best to proceed will rest on the shoulders of the members of the Legislative Council during its Oct. 19-20 meeting in Austin. Written testimony is still welcome and may be addressed to the UIL State Music Office via mail, fax or e-mail. In addition a public hearing will be scheduled the morning of Oct. 19. Anyone wishing to address the Legislative Council on this or any issue should contact Barbara Jones at the UIL office 512/471-5883.

## Marching band contest

### Timing rule clarified

It is the intent of the timing rule that a marching band's contest routine be completed within the eight-minute time limit. The end of the performance should be clearly evident in the design of the show (i.e. final set, end of the wind music, drum major bows, etc.). In the event that the end of the show is not clearly defined, it is the responsibility of the director to indicate to the official time keeper the ending point of the performance. Continued marching and playing after that point that is not for the sole purpose of clearing the field will be interpreted as a continuation of the performance and the band shall be penalized one rating.

## SPELLING AND VOCABULARY

Correction to the UIL spelling list:

- chamois should be listed as chamois, chammy, shammy;
- champagne should be champagne (C); and
- plimsoll (P) should be only plimsoll (P).

## COLDSRING JONES HIGH SCHOOL

The State Executive Committee upheld the decision of the District 21-AAA Executive Committee that student athlete Stephen Standley changed schools for athletic purposes and is ineligible for varsity athletics at Coldspring Jones High School.

## GRAPELAND HIGH SCHOOL

The State Executive Committee overturned the District 23-AA Executive Committee's rule that student athlete Kendrick Barrett had changed schools for athletic purposes. However, the State Executive Committee ruled the student was in violation of the residence rule and therefore ineligible for varsity athletic competition at Grapeland High School for one calendar year.

## INTERPRETATION OF SECTION 446(B)

The State Executive Committee interpreted Section 446(b) to allow only a one-time exception to the age rule.

## BLOOMINGTON HS

The State Executive Committee heard an appeal of a District 27-AA Executive Committee decision ruling seven student representatives of Bloomington High School ineligible due to moving for athletic purposes. The State Executive Committee granted the appeal of one student representative and denied the appeal of six student representatives.

## ALEDO HS

The State Executive Committee ruled a student representative of Aledo High School ineligible to participate in varsity athletics.

## DEL RIO HS

The State Executive Committee issued a public reprimand to Mr. Gene Flores, Del Rio High School, for violation of state law (no pass, no play) and placed him on probation through Sept. 1, 1998.

## DALLAS SAMUELL HS

The State Executive Committee placed Dallas Samuell High School on probation in one-act play through Sept. 1, 1998 for failure to participate.

## ITASCA HS

The State Executive Committee issued a public reprimand to be published one time to Ms. Sandra Alvarez, one-act play director, Itasca High School, for failure to participate.

## SOUTHLAND HS

The State Executive Committee placed Southland High School on probation in one-act play through Sept. 1, 1998 for failure to participate.

## HOUSTON FOREST BROOK HS

The State Executive Committee issued a public reprimand to Houston Forest Brook High School and disqualified the school from district honors in one-act play for the 1997-98 school year for failure to participate.

## DECATUR HS

The State Executive Committee issued a public reprimand to Mr. Keith Hendrix,

Decatur High School, and placed him on probation through Sept. 1, 1998 for violation of recruiting rules.

## HOUSE BILL 318 INTERPRETATION

The State Executive Committee issued an official interpretation of House Bill 318 of the 75th Legislature, regarding Public Education Grant (PEG) Intradistrict and Interdistrict Transfers (low performing to campus with acceptable rating). A student who transfers from a campus identified under the PEG Program to a school which is considered to be a high performing campus may be eligible according to Section 440 (b) provided the student is in compliance with the following provisions:

1. The transfer complies with the conditions cited in the July 3, 1997 memo from the Texas Education Agency and signed by Associate Commissioner Criss Cloutd and Coordinator for State Finance and Fiscal Analysis Joe Wisnoski.
2. The student transferred from the low performing school to the school with an acceptable rating during the first year he or she had the opportunity to do so. Opportunity to do so is determined by notification to parents of the student that the school the student has been attending has been rated under the PEG Program or by parents discovering that information from the media or other sources.
3. A previous athletic participation form is completed and the UIL district executive committee finds the student did not change schools for athletic purposes.

Students transferring from a low performing school to a low performing school would not be eligible their first year of attendance at the new campus.

## SECTION 468(C) INTERPRETATION

The State Executive Committee issued an official interpretation of Section 468 (c):

The Waiver Review Board may grant a rehearing on cases that are waived by the Waiver Review Board provided new credible evidence is presented by the district executive committee, and it may grant a rehearing on cases that are denied by the Waiver Review Board provided new credible evidence is presented by the applicant or the school the applicant is attending.

## TEAM TENNIS

The dates for the regional tennis tournaments were incorrectly stated in the *Tennis Team Manual* on page 14. The tournaments will be Oct. 31 - Nov. 1.

## WOODSBORO HIGH SCHOOL

The District 31 AA Executive Committee issued a public reprimand to Woodsboro High School for a second violation of eligibility rules.

## DIBOLL ISD

The District 20 AAA Executive Committee issued a public reprimand to Diboll ISD and placed the Diboll High School track program on probation through the 1997-98 school year, for a sportsmanship violation. As a condition of the probation, Diboll ISD must bar two parents from all District 20 AAA athletic events for the 1997-98 school year.

## AUSTIN CROCKETT HS

The State Executive Committee issued a public reprimand to Austin Crockett High School for inappropriate interaction with a game official by a student representative in soccer.

## EL PASO YSLETA ISD

The State Executive Committee issued the following penalties to El Paso Ysleta ISD personnel: public reprimand with probation through June 3, 1998 to Lou James, Armando Hernandez, and Lou James, Jr., of El Paso Parkland High School, to Hector Pacheco of El Paso Ysleta High School, and to Joe Ochoa of Pasodale Middle School, for unsportsmanlike conduct and violations of the Athletic Code. The committee also issued a public reprimand to El Paso Parkland High School for lack of institutional control and direction to the football staff.

## SAN ANTONIO LEE HS

The State Executive Committee issued a public reprimand with probation through June 3, 1999 to Mr. John Adkins, San Antonio Lee High School, for allowing ineligible students to participate.

## ACADEMY HS

The State Executive Committee issued a public reprimand to Mr. Michael A. Gonzales, Academy High School, and placed him on probation through June 3, 1998. The State Executive Committee also issued public reprimands to Academy High School, Santa Gertrudis ISD and Driscoll ISD, for recruiting violations.

## LEAGUE CITY CLEAR CREEK HS

The State Executive Committee issued a public reprimand to Mr. Mike Kerley, League City Clear Creek High School, placed him on probation through June 3, 1999, and suspended him from the first track meet of the 1997-98 school year for an allowing ineligible student to participate.

The State Executive Committee affirmed the penalty of public reprimand, probation through June 3, 1998, and a one game suspension to Mr. Chris Floyd, League City Clear Creek High School, for physical contact with a game official.

## LITTLEFIELD HS

The State Executive Committee affirmed the penalty of public reprimand and probation through June 3, 1998 to Mr. Herb Rios, Littlefield High School.

## PORT ARTHUR JEFFERSON HS

The State Executive Committee issued a public reprimand to Mr. David Vince, Port Arthur Jefferson High School, placed him on probation for two years, and suspended him from the first two baseball games of the 1997-98 season for being ejected twice in one season.

## GRANGER ISD

The State Executive Committee issued a public reprimand with probation through June 3, 1998 to Mr. Royce Gregory; issued a public reprimand and a one-game suspension with probation through June 3, 1998 to Mr. John Valastro and Mr. Lance Campbell; and issued a public reprimand and a two-game suspension with probation through June 3, 1998 to Mr. Jamie Boswell.

## SOCCER RULE ERROR

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

which the ball accidentally rebounds from the goalkeeper making a save or play." The words in brackets [ ] must be added to page 33 and page 44.

## 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, placed 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 placed him on probation through Feb. 14, 1998.

## 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.

## 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 Aug. 21, 1998, for violation of music regulations (Section 1110).

## SAN AUGUSTINE HS

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

## 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 placed him on probation through Jan. 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 placed the school on probation through Jan. 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 placed the school on probation through Jan. 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

placed the schools on probation through Jan. 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 Jan. 21, 1998, finding that a student participant abused a game official during a basketball game. The committee also placed the student on probation through Jan. 21, 2000.

## SINTON HS

The State Executive Committee suspended Sinton High school basketball coach Ms. Lucille Troclair 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 Jan. 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 placed the school on probation in basketball through Jan. 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 Jan. 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 placed both schools on probation through Jan. 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.

## QUINLIN & WYLIE ISD

The District 12AAAA Executive Committee issued a public reprimand to Wylie ISD and placed Wylie High School on probation 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 Quinlin ISD and placed Quinlin High School on probation for all UIL athletic activities for lack of fan control. In addition, they banned a Quinlin 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 Quinlin student representatives who were involved in a fight, and placed 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.

## ASPERMONT HS

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

## 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.

## 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 Feb. 19, 1998, for violation of the 60-minute practice rule.

## CEDAR HILL HS

The State Executive Committee placed Cedar Hill High School on probation through Feb. 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.

## HOUSTON LANGHAM CREEK HS

The State Executive Committee placed Houston Langham Creek High School on probation through Feb. 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 Feb. 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 Feb. 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 Feb. 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.

## Distribution rights

The UIL mails 15 issues of the *Leaguer* to every public high school in Texas. Too often, they all end up buried under the mail addressed to "occupant." Vital information regarding UIL activities is contained in the *Leaguer*. Please distribute these to coaches and sponsors of all UIL activities, and ask them to share their copy. Recommended distribution includes the following.

Principal  
Librarian  
Academic Coordinator  
Yearbook/Newspaper Adviser  
Speech Director  
Band Director  
Choir Director  
One-Act Play Director

Volleyball Coach  
Baseball Coach  
Girls Basketball Coach  
Boys Basketball Coach  
Football Coach  
Girls Track Coach  
Boys Track Coach