

At four locations around the state this fall, the UIL held academic SuperConferences to help prepare students for Spring Meet contests, including everything from accounting to science.



Pages **8-9**

UNIVERSITY INTERSCHOLASTIC LEAGUE

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Leaguer

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"We go through this process so we can create **equity** between schools that have changing enrollments."

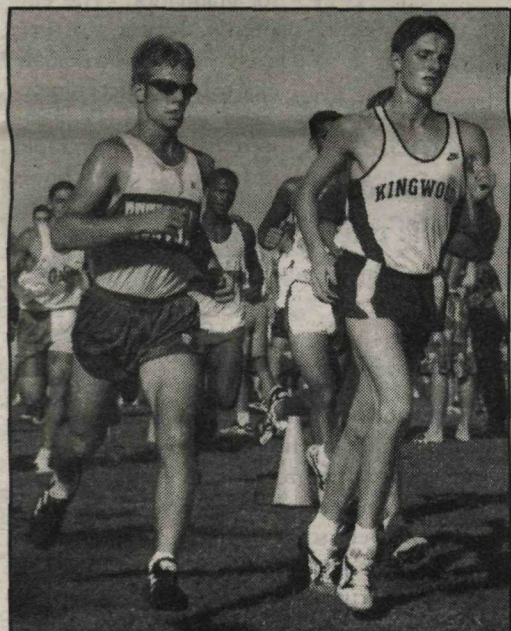
Dr. Charles Breithaupt,
athletic director

It's a daunting task

trying to **classify** 1,210 schools with **populations** ranging from 22 to 6,955 into five conferences while still keeping **travel distances** to a minimum.

For UIL staff members, it means **hours** of moving around **push pins**, sorting schools and calculating travel distances. Nevertheless, **reclassification** and **realignment** happens every two years to keep schools **competing** against similar schools.

See story on page 13



FINAL STRETCH

At the Deer Park Invitational Cross Country Meet Sept. 26, Deer Park HS runner Mike Blackshear catches up to a runner from Kingwood. The boys team from Deer Park placed 12th at the State Cross Country Meet. Photo by Rhonda Guinon.

HARD BALL

Jane Brooker Hoener from San Antonio Churchill HS returns a ball at the State Team Tennis Tournament in Austin Nov. 7. Round Rock Westwood (16-0) defeated San Antonio Churchill (17-3), 10-8 in the semi-finals. Katy Taylor defeated Westwood in the finals to claim the state championship in class 5A.



"There are always going to be people who are **upset** because they're the smallest in their conference."

Dr. Charles Breithaupt,
athletic director

GOOD CATCH

A player from Blanco HS tries to catch a ball at a game against the Jarrell HS Cougars. The football state playoffs are Dec. 13 and 20. Photo by Andrew Loehman.



"We don't promise anyone anything as a matter of **policy**. The schools in the valley want three districts. We understand the **growth** down there and in the suburban areas of Dallas and San Antonio, but people have to remember that what affects the top sifts down to the smaller conferences."

Dr. Charles Breithaupt,
athletic director

Rules a necessity in any contest



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Rules are a necessity in any contest involving two or more competitors. Unless all players in a game abide by the same rules, the contest cannot be fair, equity is absent, and the purpose for the competition is lost. Some rules apply to the actual playing of the game, such as "three strikes—you're out," "10 yards for a first down," and "a ball through the basket scores." Other rules pertain to the contestants: weight divisions in boxing, age rules in youth sports, and academic standards in school contests.

In the beginning of UIL competition, it became apparent that rules were necessary to fulfill the goals of interschool contests. Without standards and regulations, one group would have an advantage over another. With pressure to win, especially in athletics, students and schools were tempted to skirt rules for the recognition and rewards of success.

In 1911, students could participate in contests provided they were bona fide undergraduate male students, had not passed their eighteenth birthday by the first Friday in May, and be passing in at least three courses at the time of contest. The year 1913 brought a slight change: "students are eligible who have not passed their 19th birthday at the date of the final contest." In athletics, additional eligibility requirements specified "being a pupil at the school represented for at least three months preceding the contest" and "must not have passed his 21st birthday on the day of the meet." In 1914, the eligibility rules applied to boys and girls (day students only), requiring students to be taking at least four courses and passing at least three. Contestants must also have passed three courses during the previous term. Additionally, anyone who had ever represented a college in a contest was ineligible. Being regular attendants for at least 30 days preceding the contest and not having already participated for four years were added requirements. All participants must be amateurs—never having competed for money or other valuable consideration, never having been engaged as a speaker or as an athlete for money, or never having taught or assisted in teaching public speaking or athletics for money or valuable consideration.

Only four years old, the League was beginning to see that competition produces individuals who seek advantage. Competitiveness, in many people, produced a need to break the rules—too often without any guilt at all. So dear was winning that as early as 1917 problems occurred to cause the following rules:

Rule 9: No one shall participate under an



Bill Farney

Director

assumed name in any contest in the League.

Rule 12: No school shall allow its team to engage in a contest with the members or team of any school suspended for infraction of eligibility rules. Any school violating this rule shall be subjected to the same punishment assessed against the school with which it contested.

To foster order and purpose, rules had to be enforced. As interest in basketball and football grew, more rules were needed to curb excesses. Seasons were defined; games limited; practice defined; and, still, the rule makers could not keep up with infractions.

To help in enforcement, primary responsibility was placed in the hands of a district executive committee with more serious violations and inter-district disputes settled by The University of Texas appointed State Executive Committee. However, it was difficult for local committees to determine eligibility in the early years of the century. Major travel was by rail with the automobile not yet in wide use. The roads and highways of modern day Texas were still decades away. Rural electrification would have to wait for the late 1930's and, in some cases, the 1940's. The telephone was mostly an instrument for towns; certainly, most homes did not have one. With communication primarily being the United States Postal Service, times were certainly simpler than now. Checking on eligibility for any student in question was complicated and time consuming.

In the early 1920's, it became necessary to implement a transfer rule in athletics requiring students to have been at a school for one year prior to participating in varsity athletics. The 1923 rules also required students in athletics to have attended at least one-half of the school year they were last in school. In 1924, a provision was added to section 14 stating "...the contestants parents or guardian were not induced to make the move by payment, direct or indirect of any valuable considerations, for the athletic services of the said contestant." Legend tells us today that all an "oil town" had to do to get a good player was give the father a job and show the mother a house with running water. Enough said! Many oil-belt towns just happened to give jobs to parents of good football players.

By 1928, the age limit had dropped from 21 to 20 years and added emphasis was placed on eligibility forms. Interpretations of rules by the State Executive Committee were placed in the body of the Constitu-

tion and Rules—enabling districts better understanding for local divisions.

In the fall of 1926, it had become necessary to require the head football coach to be a full-time employee of the school. It was deemed both an advantage in winning and a detriment to eligibility to have a part-time football coach.

In September, 1929, a 10-semester rule was added to curb red-skinning of athletics. It seemed that the rule makers could not keep up with the creativity of local coaches and schools in their determined efforts to develop winning teams. In addition to the "previous credit" requirement, students had to be passing since the beginning of the semester in at least three courses—seven days prior to any contest.

The 1930's were bleak economic times in Texas. School administrators have recalled how families became even more interested in their children's athletic involvement as they struggled to support their families. In 1933, the age limit was further reduced to those who had not "on the first day of September preceding the contest has reached or passed his or her nineteenth birthday."

Schools were realizing that in order to promote good, fair, interschool competition, a firmer control was needed to emphasize education. Making the rules fit the goals of the school insured that students

playing would be on track for graduation. The emphasis during the late 1930's and 1940's continued to be on strict enforcement of rules. Penalties were handed out in rapid order for those schools guilty of infractions. The University of Texas at Austin found that the local schools and committees could and must enforce the rules. Most local

school superintendents could not buck the local booster clubs and avid parents without the structure of rules and regulations from the League. Thus, the League developed. It mirrored society, made its positive statement, and enforced its "hard-line" rules.

The seeds were sown for later conflicts when challenges would come from the courts and the State Legislature to overturn rules and give exceptions. As an organization serves an entity, it must and does change when the collective will of the entity changes. When schools could no longer enforce strong rules of their own, the League rules came under accelerated challenges.

Next issue: *The Law and the League—the challenges of maintaining equity*

To foster order and purpose, rules had to be enforced. As interest in basketball and football grew, more rules were needed to curb excesses. Seasons were defined; games limited; practice defined; and, still, the rule makers could not keep up with infractions.

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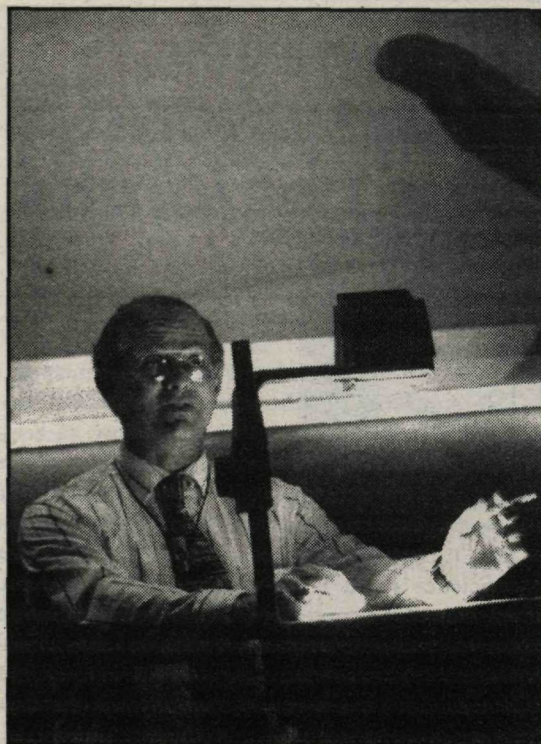
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HEY FELLOW

David Bourell, director of the UIL Calculator Applications contest, gives students tips on competing in his contest at the SuperConference held in Austin Oct. 18. Bourell, named in September as a Fellow of AMS International, traveled to all four of the SuperConferences.

Contest director named ASM Fellow

At the society's black-tie awards banquet, the American Society for Metals International inducted UIL Calculator Applications Director Dr. David L. Bourell as a Fellow. The 50,000 member society, the world's largest materials professional society, annually elects a class of approximately 50 fellows, based on "distinguished contributions in the field of materials science and engineering."

Bourell said, "My receiving this award was important because it is my technical peers judging my work to be outstanding, a 'cut above the rest.' It says that my contributions professionally stand out from the norm. The society only gives about 40-50 fellow awards each year out of the entire 45,000 member society."

His citation, given Sept. 16 in Indianapolis, reads, "In recognition of significant contributions to powder processing, particularly selective laser sintering and densification of nanocrystalline powder." Selective laser sintering is a method for "printing" actual parts from a 3D computer representation of the part without using any part-specific tooling. Bourell's contributions center around how a scanning laser beam causes metallic and ceramic powders to bind together, thus generating a part. Bourell has 13 patents, almost 50 research publications and one research monograph in this area.

Nanocrystalline powder is fine particulate about 1000 times smaller than a human hair. Generally the particle diameter is 30 to 300 atoms across. Bourell developed methods to condense nanocrystalline powder into bulk parts with retention of the fine, nanocrystalline structure. These parts demonstrate unusually high strength and wear resistance, and normally brittle ceramic parts have been shown to deform like metals when processed from nanocrystalline powder.

Bourell is the Temple Foundation Professor of Mechanical Engineering and Materials Science and Engineering at The University of Texas at Austin. He has worked with the UIL Calculator Applications Contest as Director/Co-Director since 1981.

Check for quality of Web sources

By David Trussell

Technology Coordinator

In the era of electronic communication, it might be wise to update an old adage: "Don't believe everything you read on the Internet." While the Internet does provide easy access to volumes of good information, it has also become a popular platform for those on the less-traveled ends of the social and political spectrums to espouse any number of harebrained ideologies.

Students can and should use the Internet for research, both for classroom projects and to prepare for UIL competition. In particular, browsing the World Wide Web is an effective and efficient means of gathering timely information on almost any subject. The questions are whether that information is accurate and whether the source is credible. Teachers and coaches should be aware of the potential pitfalls of electronic research and help students verify the integrity of their sources.

Anyone can speak their opinion or put their ideas in print, but large-scale distribution of information using those media is often difficult, if not impossible. However, anyone with a computer and an Internet connection has instant access to a worldwide audience. Consequently, every fringe group from the Militia of Montana to the Sublime Lodge of the Holy Blue Brethren has its own web site. (Yes, those are real sites — <http://www.logoplex.com/resources/mom/> and <http://www.brotherblue.org/>.) Some of these sites are merely elaborate hoaxes, while others are quite serious, e.g. Heaven's Gate. Whatever the case, it's important to know who posted the information and why before quoting the site as an authoritative source.

One quick way to check the quality of a web-based source is simply to look at the site's domain name. If the web address is www.nytimes.com, chances are pretty good that the information is accurate. On the other hand, if the address is www.nuthouse.net/crazyjoe, some further investigation of source credibility is in order. Does the site give a clear indication of who posted it and who maintains it? Does the site include legitimate contact information for the person or organization, including physical addresses and/or phone numbers? Does the person or organization have verifiable credentials? If the answer to one or more of these questions is no, the site is probably not a valid source.

It's a good rule of thumb to stick to well-established sites as much as possible, such as those of major media organizations, government agencies, universities, etc. Personal home pages and postings to newsgroups are almost never good sources because

Citations

WORLD WIDE WEB SITES

Burka, Lauren P. "A Hypertext History of Multi-User Dimensions." MUD History. 1993. <<http://www.ccs.neu.edu/home/1pb/mud-history.html>> (5 Dec. 1994).

FOR AN E-MAIL DISCUSSION LIST:

Seabrook, Richard H. C. seabrook@clark.net "Community and Progress." 22 Jan. 1994. <cybermind@jefferson.village.virginia.edu> via <listserv@jefferson.village.virginia.edu> (24 Jan. 1994).

FOR A PAGE CITED INDIRECTLY:

Miller, Allison. "Allison Miller's Home Page." Lkd. ECU Honors Program Home Page, at "Personal Pages." <<http://www.csc.eku.edu/honors>> (11 Nov. 1995).

Examples of citations come from "Beyond the MLA Handbook: Documenting Electronic Sources on the Internet" by Andrew Harnack and Gene Kleppinger available at <http://falcon.eku.edu/honors/beyond-mla/>.

they're almost impossible to authenticate, no matter who the person who posted the information claims to be.

The use of electronically-obtained information also presents the problem of how to cite those sources. The Modern Language Association has developed guidelines that are similar to those for printed sources, with a few important additions. The citation must indicate that the information was obtained "Online," and it must give the name of the database or document archive, as well as the name of the computer network and date of access. See the current MLA Handbook for further details.

It's also a good idea to record the URL, or the address, where the information is located. However, electronic data sources are dynamic, meaning that a web page or other electronic document that exists one day may be gone the next. So it never hurts to print a copy of the document, particularly in a situation where information sources may be challenged, such as in a debate round.

Contestants in all public speaking events should be aware of citation guidelines when doing electronic research. The National Forensic League has adopted a citation rule that follows the MLA guidelines. While the UIL has not yet developed a specific rule for citing online sources, contestants should plan to follow MLA guidelines, said Jana Riggins, UIL speech and debate director. And UIL rules for Cross-Examination Debate do require that debaters be able to produce written copies of all their evidence, so a printed copy of the electronic document is a must.

The Internet is truly a free speech medium. Practically anyone can post practically anything, making the Internet one of the most open communications forums ever developed. The Internet is also a powerful research tool, but when using those researching capabilities it's important to keep another old adage in mind: "Take it with a grain of salt."

UNT spring meet director retires

Beth Stribling, who has directed the Region 2, Conference 4A spring meet at the University of North Texas for the past several years, announced recently her retirement. Beth has worked tirelessly to make the UNT meet one of the state's best. In addition, she has hosted thousands of students each fall at one of the four UIL academic Student Activities Super-Conferences. We thank Beth for all of her contributions to the school children of Texas and wish her all the best in her well-deserved retirement.

Spalding named 'official ball'

Spalding Sports Worldwide will be the official ball for all sports beginning with the 1998-99 school year. The term of the agreement is for three years. The balls (with stock numbers) to be used in state championships include the following:

Football**	62-4158	Top-flite 100 (pro spec)
	62z-4108	Top-flite J5V
Basketball**	61-1058	Top-flite 1000 Wide Channel (boys)
	61-1078	Top-flite 1000 Wide Channel (girls)
Volleyball	61-8938	Top-flite 1000 Gold NCAA (composite)
Soccer	64-6258	Top-flite 2000
Baseball	41-180	Top-flite Pro
Softball	4Y-321	Dudley SB12LND (yellow)
Tennis	51-125	Top-flite Championship Tennis Ball
Golf**	11-241	Top-flite STRATA 90 Compression
	11-251	Top-flite STRATA 100 Compression

** Both balls will be used in state championships

Choice of calculators important in competition

By Dave Bourell

Director, Calculator Applications Contest

Although there are dozens of different calculators on the market which are suitable for use in the Calculator Applications Contest, contestants should exercise some care in the purchase of their calculator.

The calculator should be of the "engineering" type, having the appropriate mathematical functions in addition to being having the capability to add, subtract, multiply, and divide. Further, the calculator must have standard scientific functions including the trigonometric functions (such as sin, cos, tan) and their inverses, and the logarithmic functions (like log, ln, x^2 , e^x , y^x). Because questions often involve calculations with π , a "pi" key will prove helpful.

In addition, the calculator should be from a reliable manufacturer, since a calculator malfunction during a test would spell sure defeat. Finally, the calculator should be affordable.

The best calculator for the Calculator Applications Contest is not the most expensive one with lots of features. In fact, some high-end calculators prove to be a liability because they require too many key-strokes and therefore too much time to perform necessary calculations. For example, some expensive calculators have an alphabet and can be programmed to perform a series of operations automatically. To change from the "degrees" mode to the "radians" mode, these calculators require as many as six key-strokes. A calculator with a "deg rad" key that toggles between these modes will be easier to use as will one that can switch between fixed to scientific notation.

There are features on the more advanced (and more expensive!) calculators which contestants will not need for the Calculator Applications Contest. Most seasoned coaches agree that the programmability is not required, although it is often useful to have a solution to the quadratic equation on hand. (Program memory must be cleared before the test is taken, so you would need to memorize the program steps and enter them back after the test has started.)

Students do not use graphing capabilities of graphing calculators, but UIL does permit graphing calculators on the contest. Some calculators have unit conversion keys that will change a number in "inches" to "meters," for example. These features are useful, but the benefit is not significant, since these calculators do not generally appear at the State Meet. Calculators with these advanced features are still legal for use in the Calculator Applications Contest. Refer to the UIL Constitution and Contest Rules for more information on the types of calculators allowed. Basically, you can use any calculator that does not require auxiliary electric power and is not modified.

There are two different types of calculator systems in wide use. These are the RPN type (Reverse Polish Notation) and the algebraic-entry type. Based on recent State Meet surveys, the RPN calculators are much more popular in the contest than algebraic-entry calculators. Hewlett Packard (HP) uses the RPN operating system while all others use the algebraic system. The RPN calculator operates on num-

LOOK FOR A CALCULATOR THAT

- can add, subtract, multiply, and divide
- can perform trigonometric functions such as sin, cos, tan and their inverses
- can perform logarithmic functions such as log, ln, x^2 , e^x , y^x
- is from a reliable manufacturer; and that
- is affordable.

bers like you do when you do long-hand arithmetic. When you add two numbers, for example, you write the first number, then you write the second number, then you add. If after writing the numbers you decide to multiply, that is possible. Similarly, in an RPN calculator you enter both numbers, then you perform some mathematical operation. The calculation is actually performed when the operation key (+, -, cos, etc.) is pressed, making it unnecessary to have an "=" key. Most RPN calculators have an automatic memory ("stack") feature enabling the calculator to store up to four numbers awaiting a computational command.

The algebraic entry calculators, as this name suggests, operate on numbers as you would write an algebraic expression. To write the sum of two numbers, for example, you would write the first number, then write plus (+), then write the second number. The sum would be performed when the equals (=) key or another mathematical operation is indicated.

I recommend that you obtain the best calculator you can comfortably afford, for several reasons. For one, you will be using your calculator in non-academic as well as academic activities, in addition to the Calculator Applications Contest, and in these uses you will eventually find many applications for the advanced calculator features. Secondly, the calculator stimulates careful thought and mathematical learning. The better the calculator, the more good exercise the mind receives. Thirdly, a programmable calculator is a handy, inexpensive way to begin learning computer programming, a skill which in the future will be as important as knowing how to drive a car is now. Finally, calculators are fun and their potential for constructive amusement is enormously increased by the programming capability. So get the best calculator you can afford, even if it does not directly benefit you in the Calculator Applications Contest. As discussed above though, too many advanced features may slow down operation which is a real liability on the Calculator Applications Contest, so some compromise may be necessary.

We have historically published a survey of the calculators that State Meet contestants bring to compete with at the State Meet. This year, almost everybody brought hp 32S or hp 32SII calculators. In fact, of the 187 calculators registered at the State Meet, only 32 were "non-hp 32S" calculators (17 percent). We do not recommend any particular brand of calculator. Remember, this discussion of calculators is valid only for the Calculator Applications Contest. The other UIL academic contests (i.e., Science) may have different rules regarding calculators.

Both RPN and algebraic types of calculators are widely used and both have their advantages in different applications. The UIL will not give advice on specific calculators or even specific types of calculators. Instructors, students and parents must work together to select the best calculator for a given use.

Computer Science Plan ahead for regionals

By Charles Schwobel

Computer Science Contest Director

As many of you know, if your students compete in several math/science events at UIL Regional competition, they are as busy as bees. There is no easy way to hold 21 academic contests in a single day. The state office recommends a regional schedule so that competitors may plan their day. And mark my words, the Computer Science event is no wimp when it comes to occupying a contestant's day. With a one-hour written exam and a two-hour programming component wrapped around a math contest like slices of sandwich bread, the students are cooked by the time it's all over.

Although reports continue to praise last year's computer science regional directors for their management of the new programming component, the burden of time still weighs heavily on the students. Last spring, Region I-5A utilized the State Meet solution to the time block: Move the written exam to Friday at 6 pm. Texas Tech faxed and called all competing schools the week before the contest to confirm the acceptability of the move. All schools responding approved.

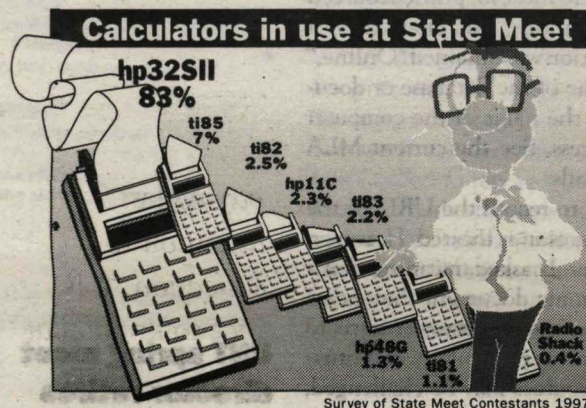
By moving the exam to Friday evening, the first hour in the afternoon block on Saturday opens up for teams to set up machines, or other preparation. The dry run practice problem generally takes place during the math contest, but it isn't necessary for all or any team members to be present. The dry run is as much for the contest administrators as it is for the students. This practice problem is used to iron out any last minute details, i.e., naming conventions for datasets, how to copy solutions to disk and get them to the judges, hardware and system checks, etc.

This year, several additional regional sites are also considering moving the written exam to early Friday evening. Travel is the primary concern for scheduling a Friday component: Can all the contestants reach the region site in time for the contest? A geographically large region has more problems than a compact region.

Additional concerns

One reminder, if your team is using a non-standard computer, you should consider bringing a second machine for the judging station. Today, standard means IBM compatible. Macintosh, Amiga, Unix, and Sun are not standard at any region site. In one instance when a team with a non-standard machine was ready to check their solution, the judges would bring a data disk to their machine and run the solution. But this means the students must stand away from the machine and lose some working time. There are still no extensions of the two-hour contest block. For example, if a machine fails and the team transfers to a back up machine, it must all be within the two-hour time frame. Likewise, checking solutions is contest time.

When you consider the task at hand, it isn't all that unreasonable. Teams solve problems. Some of the best teams I've seen will sit, think, and discuss solutions for an hour before turning in a single solution, and then turn in several solutions in quick succession. But every team is different.

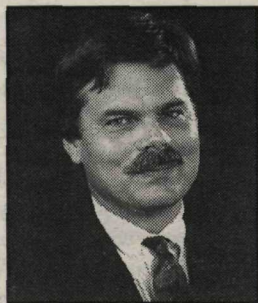


Survey of State Meet Contestants 1997

The state of academics

Feedback overwhelmingly positive, Council told

Each fall, I am expected to provide a sort of "State of the Union" address to the UIL's brass regarding the academic program. The true purpose of this brief speech is to provide those debating the football championship common site proposal a few moments to catch their breath and go the bathroom.



Bobby Hawthorne
Academic Director

But I tell myself that the council members really do worry that we're changing the computer science contest from Pascal to C++, even though I myself could care less because I have no idea what it means. I'm satisfied that the people running this contest do.

At any rate, here's pretty much what I told the council a few weeks ago:

"It is safe to say that the academic program is as popular as ever because no one has told us otherwise. The feedback we've received from coaches and students this fall has been overwhelmingly positive. I didn't say unanimous. There are always a few whiners who want to complain just because the regional speech contests were judged by freshman cosmetology majors. Picky, picky, picky."

So then, I asked them, "Well, if things are so bad, why did 4,000 people show up at the Austin student activities conference yesterday?"

This set off a near group-whiplash as council members flipped their heads left to right to quiz their colleagues.

"You know what the heck he's talking about?" one would ask.

"No idea," the other would respond.

So I told them.

"The program remains popular because #1 the contests are rooted in the curriculum, and #2 the contest directors are among the leading educators in their fields nationwide. For example, UIL calculator applications director, Dr. David L. Bourell, was recently inducted as Fellow of the world's largest materials professional society, ASM International. The 50,000 member society elects annually a class of approximately 50 fellows, based on 'distinguished contributions in the field of materials science and

engineering.'

"That a person of Dr. Bourell's stature is willing to serve for so many years as a UIL contest director is a testament to the importance and worthiness of this program."

It was at this point that I decided to stop using quotation marks and to mention a few concerns.

1. Greater magnet and charter school involvement is inevitable, and the League must prepare for it. In response, the council members voted to impanel a committee to formally study the issue.
2. Efforts to strengthen the regional academic meets are necessary and will be forthcoming.
3. Ditto for the elementary/junior high program. We want to increase participation as well as improve the quality of the contests and study materials. Within the past year, we've published a new *Elementary/Junior High Ready Writing Handbook* as well as the *Art Smart Bulletin* in which we — for the first time — published reproductions of each of the works of art.
4. Technology will provide us opportunities to be more efficient and effective. Registration at last spring's academic state meet was a breeze, thanks to David Trussell. We intend to maximize the UIL Web page as it becomes more interactive. Eventually, all of our writing contests will be conducted on computers.

I closed by reading the comments of two of our TILF scholarship recipients, Alexander Kotary of Karnes City and Jeffrey Gulley of Crockett and turned the microphone back over to some guy who had a few words to say about the football central site issue.

Moving on

Academics rarely provides great drama at these council meetings, but even by our typical bland standards, this one was a snoozer. And I prefer it that way. I hope next year's meeting is even more uneventful. It would be nice to reach the point where rule changes are unnecessary, and we could have time to discuss issues such as magnet and charter school participation.

Perhaps the most important decision was made by the Awards Committee, which voted to present first through sixth place at regional academics and first and second place teams at region and state. This decision will take place this spring.

They did this because I promised them that I will

never ask for another medal or trophy, and they believed me. We'll see how the promise holds up. Fact is, the medal and trophy situation is as good as it can get. Last spring, in one of the best public relations moves in its history, the League gave medals to fourth through sixth individuals at the Academic State Meet.

Other actions regarding academics are as follows. Note: except for the medals, all actions must now be approved by the State Board of Education. If approved, they will take effect Aug. 1, 1998.

- Junior high science will change from Earth Science and Life Science to Science I and Science II.
- The team tie breaker in Current Issues and Events was eliminated.
- The Lincoln Douglas debate rules were changed. See Jana Riggins' column for details.
- We will allow for certification of alternates in the top scorer components of the science contest.
- A minor music memory rule was changed, although no one knew exactly what it was or meant.

The committee instructed the staff to study the spring meet academic point system. The Texas Math Science Coaches Association asked that five points be given for second place teams, the Texas Association of Journalism Educators asked that team points be awarded in journalism, and Lynn Murray hasn't been happy since one-act play lost the power to win the district crown all by itself, so the committee decided we'd better study this before voting to keep things pretty much as they are.

The Academic Committee also rejected six proposals and asked the staff to monitor six others, which is another way of saying "rejected." Items that we've been asked to "monitor" include:

- creating a more flexible time frame for scheduling academic district meets;
- possibility of penalizing someone when a student doesn't show up at the regional or state meet and fails to notify the qualified alternate that he or she isn't coming;
- and developing stricter standards for judge selection, particularly at the regional level.

The academic staff found it disturbing that we were not asked to monitor the football central site issue. We will anyway.

"Long after the medals and trophies have lost their shine, I will still carry the things that debate and my other UIL contests have taught me."

Alexander Kotary
Karnes City

"In an era that seems to be paying less attention to education, it is nice to know that there is still an organization that cares. Thank you."

Jeffrey Gulley
Crockett

League does not grant spring scheduling waivers

By Bobby Hawthorne
Director of Academics

If the Texas Education Agency adopted a common spring calendar. If everyone took spring break the same week. If the UIL mandated dates for district academic competition. If Easter were the same Sunday every year. If...

Unfortunately, none of these "ifs" appear likely to become "whens," so scheduling spring meet activities will continue to be a difficult affair. Each year, we receive letters from district executive committee chairmen and spring meet directors general, asking for permission to move the district meet a week or two earlier or later than the designated two week period.

Here's a typical letter:

The District Executive Committee met on Wednesday, August 28, for the purpose of approving rules and schedules for various sports, dates for meets

and contests, and other relative business. During the process of setting a schedule for spring meet sites and locations we ran into difficulty scheduling the academic events and Lincoln-Douglas Debate. Hockabigun High School was selected as the host school for these events, but because of conflicts with spring break dates among the other district schools Hockabigun cannot host these events within the framework of the UIL calendar. By a unanimous vote, the executive committee members authorized me to request from UIL that we be able to adjust the calendar to host these events at Hockabigun High during the week of March 9-14 with the actual events to be held some time in February.

Our typical response sounds something like this:

"We have received your request for an alternate date for UIL district academic competition. The League does not allow exceptions to the official UIL spring meet calendar to accommodate spring breaks

for individual school districts. Without a common calendar across the state, it is impossible to schedule the myriad UIL activities without disrupting some school breaks. The confidential nature of the academic contest materials makes it imperative to administer and release the contest materials according to the established schedule for district weeks one and two. In addition, the State Cross-Examination Debate Tournament is scheduled for March 14 and 15.

"The League now publishes the tentative calendar two years in advance to allow schools to establish local schedules with the least disruption. Unfortunately, given the number of schools and conflicting schedules in Texas and the number of UIL activities in the spring, not all conflicts can be avoided."

In short, nice try but no dice. While we do understand the plight of administrators trying to juggle spring schedules, if we were to allow waivers to the spring meet calendar, chaos would prevail.

The League now publishes the tentative calendar two years in advance to allow schools to establish local schedules with the least disruption.

Best preparation for competition is practice

Administrators: One's 'life' should not depend on placing at UIL contest

Yearbook IAA deadline Dec. 1

The deadline for submission of ILPC yearbook individual achievement awards (IAA) entries is Dec. 1. The deadlines for submission of newspaper for rating and newspaper IAA entries is Feb. 10.

ILPC April 18-19

The 71st annual ILPC state convention will be April 18-19 at The University of Texas at Austin. Information will be mailed to members in early December and will be posted on the UIL's web page as soon as it becomes available. Non-ILPC members may attend the convention, which will feature more than 100 instructional sessions on all aspects of scholastic journalism, student publications and careers in communication-related fields.

Digital Images

ILPC accepts photos which were scanned from negatives directly into Photoshop and then placed on the page. Submit the best print (i.e. from a printer) plus the reproduction. While it may be difficult to compare a computer printout to a high-quality black and white, continuous tone print, good judges will pay closer attention to content, even though technical quality will surely come into play.

Chat

Get on the UIL journalism chat-line by sending your e-mail address to bhawthorne@mail.utexas.edu.

Not too long ago, I received this frantic note via the Internet from a journalism teacher, who probably would prefer to remain anonymous. Her name isn't Laverne and she isn't from Lubbock. It's Donna and she's from the Dallas area, but pretend she's not.

Friends:

My principal was really upset about our district results. Well, now my school board has asked for improvement. At the last school meeting, they asked the principals for a detailed Campus Improvement Plan for UIL academic competitions. My principal has now hired a UIL coordinator, but she has no experience. We are all very willing to learn. Anybody out there who is a journalism sponsor or district UIL coordinator, we need ideas and input seriously!

Please HELP!

Laverne in Lubbock

Being the techno-wizard type, I immediately forwarded Laverne's message to everyone on my e-mail list of journalism advisers and asked that they send her ideas, suggestions, good vibes and groovy thoughts. Here are a few of the responses:

DEAR LAVERNE:

Don't panic. The best preparation for competition in UIL is practice — not just on UIL contests but in real-world contexts: writing real feature stories, real news stories and real editorials. The UIL should be an extension of the journalism classroom — not an end onto itself. Too many students participate in district meets who have no idea how to write a feature lead that doesn't include the words "imagine you're a . . .", who don't know transition, who don't know the difference between a news story and an editorial. Fully half of the entries in the small-school meets I judge do not have even a minimal grasp on the most rudimentary basics of journalism. Drilling these basics makes all the difference in the world.

Sandra in San Antonio

DEAR LAVERNE:

Sandra is right. Attending a Student Activities Conference can be helpful. It isn't essential. Attending one or more practice meets is essential. Reading the contest manual is essential. Writing for the student newspaper or yearbook is essential. Reading a newspaper every day is essential.

Learning to think deeply is essential for editorial writers. Knowing how to write a creative lead is essential for feature writers. Knowing the difference between a main and a secondary headline is essential for headline writers. Knowing how to identify the timely angle is essential for news writers.

Finally, taking the time to hire and prepare good judges is essential if you want your best students to advance.

Hanna in Houston

DEAR LAVERNE:

It saddens me to hear of principals/school boards emphasizing the "must win" aspect of UIL contests. I know this occurs all too frequently. I've sat with coaches at regional meets and watched them agonize over their students' chances because a failure to bring home medals could mean their jobs. I've talked to other coaches whose stipends were determined by how many medals their students won.

UIL competition, like anything else students do, ought to teach a lesson — and I don't think that lesson should be "winning is all that's important." I

had some success at UIL — in 17 years I took 14 journalism students to State (I think our school's total of State qualifiers from all other academic events combined was five for that period).

I realize it must be very hard to deal with the competition issue when you are confronted by administrators who insist on a "must win" scenario. I don't know what the answer is. Somehow, they need to be made to understand that student journalists are performing a service to their school/district every time they put out a good newspaper or an outstanding yearbook. That total effort means more to the school and their fellow students than a one-shot effort under contest conditions.

Tilly in Tomball

DEAR TILLY:

I agree with you wholeheartedly. One's "life" should not depend on placing at UIL contest, and we should all work to convince administrators of that. Perhaps there's a carryover about "win at all costs" — sports mentality, etc. I hate that!

Penny in Port Arthur

DEAR LAVERNE:

Each year I make sure all the slots in the journalism UIL contests are filled. I give my students as many practice handouts as I can convince them to work on. I encourage them to do their best. Then the day of the contest I give them the same speech: I know you are all good writers, and no matter what happens, you will still be good writers. If you don't place, it just means the judges didn't recognize true talent."

Then I give them candy before they go in to compete.

What do we all learn from this? Many things. First of all, I take my best writers who are usually my editors. They know they are good journalism students; they are used to being the "top dogs" at school. However, their competition consists of the "top dogs" of other schools. They learn that being the best at school doesn't mean that you are going to be the best everywhere, at least not all the time. Sometimes they win; sometimes they lose. The idea is to try.

I think academic competition is important as long as the students know to keep it all in perspective. Academic competitions give them the opportunity to excel, to be able to push themselves to do their best outside the classroom. It's one thing to be the best in your little world of friends and classmates; it's another to try to be best in your district or state. It's up to the coaches and advisers to help students celebrate winning and cope with losing. How's that for a life lesson? Just don't forget the candy.

Mary in McAllen

DEAR LAVERNE:

Really good suggestions on how to win have been made. I used to give unit tests (feature writing, news writing, etc.) which consisted of a story written in class time from a UIL prompt and judged by UIL criteria on a score sheet.

I like the idea someone had of practice nights, particularly for those schools where class time is necessarily taken up in production. Judge those practice papers by UIL criteria and give some prizes. Build a team spirit way before contest time — try getting an occasional outside judge in for the practice papers so it's not just you critiquing.

If there aren't any practice meets in your area, start one!

Larry outside Lubbock

DEAR LAVERNE:

At the first UIL meet I went to in 1980, the journalism contest director was an assistant principal who had found out the night before that she was directing the contest. One of the judges she had scared up was an English teacher. Another taught shop. It did not build my confidence in the system!

I agree with whoever it was who warned against local newspaper people. We went to meets where the contest director would have no one but local newspaper people — and you have to remember, you're much more likely to get the little old lady who takes the classified ads by telephone than you are someone who has a clue.

English teachers are better than, say, the auto mechanics instructor, but they are usually not familiar with journalistic style.

As contest director (did it three years in a row once, and threatened to head for Mexico if they didn't find someone else), I tried to make a point of seeing that judges who weren't active, certified journalism teachers received a copy of the UIL criteria well before the contest and emphasized that those criteria were to be followed. Find out who the judges are beforehand — it is your business! Most contest directors will be immensely grateful if you can help them find good judges.

Finally, I think it is very important to instill in your kids, and I know many of you do — that you value them for who they are and for the work they do every day just as much as you do when they win a medal.

Coastin' Cary near Corpus

Okay, now here are my suggestions:

DEAR LAVERNE:

I'd like to toss in my two cents as well. First, make certain your students read a newspaper daily. Clip and share strong stories, editorials and headlines.

In news, drill the summary lead and inverted pyramid. Make certain students get the future angle in the lead.

In features, avoid cliché leads. Instead, go for the creative, crisp lead that has a bit of description but not too much. Judges are uncomfortable with too much description, although the UIL says that students are free to describe scenes as they may have existed. Also, drill transition and close with a strong quote.

In editorials, make sure your students understand the fundamental issue and both points of view. Too many editorials fail to build a case. They simply regurgitate a few facts and direct quotes. Winning editorials build a strong argument for a particular position. Also, keep the editorial short and focused.

In headlines, drill main and secondary combinations. Make sure every headline contains a verb, either in the main or secondary deck. Finally, news stories require news heads, and feature stories demand feature heads. Headline writing is not a skill or a talent. It's a knack that is cultivated through repetition. Practice. Practice. Practice.

One other piece of advice: hire the best judges you can find. As long as districts use English teachers and freshman communications majors at the local community college to judge their UIL spring meet journalism contests, preparing students for competition will be nothing short of a crap-shoot.

Finally, realize that none of this will guarantee you anything. Good luck and stay groovy.

Bobby from Austin

Wanted: your ideas for innovative change

Legislative Council approves two changes affecting speech competitions

The dust has hardly settled from our last road trip out to yet another SuperConference (Sam Houston State University) and as I turn the page on my desk calendar, a deadline stares at me in red — it's the *Leaguer* again! Hold on for lots of news about lots of things.



Jana Riggins
Assistant Academic Director

CX TOPIC VOTE

The initial ballots for the 1998-99 Cross-Examination Debate resolution have been tallied and forwarded to the National Federation office. At the end of November, you should receive a final ballot, listing the two resolutions which garnished the most votes nationally. Your vote for the final topic must be sent to the League office no later than Jan. 7 to be counted for Texas.

LD DEBATE SPRING TOPIC

Look for the spring LD topic to be sent in with your second CX Debate topic ballot mailing. You can also obtain the topic by accessing the UIL Website (www.utexas.edu/admin/uil) starting Dec. 1.

LEGISLATIVE COUNCIL REPORT

1. The Council passed an amendment which allows LD debaters the option to determine final placement in competition without debating at the district and regional level. This makes the Lincoln-Douglas Debate contest rules consistent with the Cross-Examination Debate rules in terms of determining final places. Since both first and second LD places advance to the next level of competition, this option reduces the number of judges and the amount of time required to complete competition. Debates to determine third place will still be necessary unless two debaters from the same school reach a mutual agreement. This amendment goes into effect August 1, 1998, if approved by the State Board of Education.
2. Council members also passed an amendment to award medals to individuals placing first through sixth at the regional meet, effective this year. This replicates the number of awards which are currently given at the state meet.

The Legislative Council tabled, rejected or did not move on several proposals concerning speech and debate.

1. Council members did not move to allow the first day of the cross-examination debate state meet to be designated as regionals and only elimination rounds designated as state. Oral testimony was heard from the author of the proposal and from a representative of the Texas Speech Communication Association, an organization who opposes the change.
2. Council members tabled a motion allowing students to enter both Cross-Examination Debate and Lincoln-Douglas Debate. On the pro side, small schools with limited students might find it easier to fill their UIL entries in both debate divisions. In addition, if CX debaters truly made the shift from team style of debating where the quantity of evidence sometimes wins a round to that of LD debate where oratorical presentation style is crucial to success in the event, students would broaden their skills.

Perhaps the "rapid-fire" syndrome so predominate in team debate would soften; certainly there are more than a few coaches, judges, and administrators who would like to see that phenomenon occur! On the flip side, the most convincing argument against such a proposal is that allowing debaters to enter both debate events would limit UIL participation. Although your gold medalist in CX might also be a candidate for the gold in LD, would that deny other speech team members the opportunity to shine? Would this proposal discourage a coach from recruiting more students and students from entering other contests already in the conflict pattern which would enhance their well-roundedness?

Additional issues to contemplate would be what effects that this ruling might have on the extemporaneous speaking competitions, the conflict pattern and being able to host the district meet in one day, if districts choose. Perhaps the most crucial of questions to answer is: would allowing cross-examination debaters to enter Lincoln-Douglas debate endanger LD as a separate entity? Considering that LD was born out of an effort to emphasize persuasive oratorical style of delivery and strong critical thinking skills and as a counter-response to rapid fire delivery and quantity of evidence, would we eventually see LD taking on the CX style to the point where we no longer truly had two separate debate events?

3. Council members did not approve a request to redefine the Sunday competition restriction to exempt out of state tournaments.

NEW CATEGORY PROPOSALS

We'll be selecting new Prose and Poetry Categories for the 1998-99 competitive season soon. If you have an idea that you would like for the Prose/Poetry Committee to consider, send it to the League as soon as possible.

INTERNET COMMITTEE

The Internet has opened up a whole new world, but also presented dilemmas for debate source citation and interp documentation. A committee is being formed to study the Internet issue and develop recommendations. If you are knowledgeable in this area and have an interest in serving on this committee, e-mail me to volunteer.

CALL FOR MENTORS

I hope you've had time to meditate over my article from the last *Leaguer* concerning mentorship. Already, I've received email from experienced coaches who are willing to share their expertise to new coaches. I need to hear from more of you so that we can design a formal networking system for helping new coaches not only survive their first year of forensics, but in having a banner year. E-mail me or drop me a note if you'd be willing to be a part of the network! Too many of our very best are leaving the coaching ranks in search of a "life." Perhaps if we offered them some positive relationships and support, they'd feel motivated to stay and make a difference.

BATTLING 'BURNOUT'

I'd also like for us to proactively combat the ever-growing enemy of "coaches' burnout." Perhaps it occurs because we find ourselves entrapped by routine when we go to tournament after tournament after tournament weekend after weekend after weekend. Yet, we don't want to leave the circuit because the benefits of competition for our students are too great. Then, how about some new formats for tournaments? Why not introduce innovative tournament events and creative scheduling to take the "routine" out of competing? Send me your scheduling ideas which ease the burden of the oftentimes grueling days of competition or unique events you've designed that I can publish in a future edition of the *Leaguer*. We need to help ourselves battle the burnout syndrome. This just might be the very way to win!

Send me your scheduling ideas that ease the burden of the grueling days of competition or unique events you've designed. We need to help ourselves battle the burnout syndrome.

Jana Riggins
jriggins@
mail.utexas.edu

Informative

1. What will revamping of the Internal Revenue Service really mean to taxpayers?
2. Why has MALDEF filed a lawsuit concerning Texas standardized testing?
3. Who is Louise Woodward?
4. What has the latest Justice Department report revealed about the drop in homicide rates?
5. What are the odds of a recession in 1998?
6. What actions has Boston taken to effectively reduce teen violence?
7. What revelations have been made by recently released Nixon tapes?
8. What will be the fallout from the recent Wall Street crisis?

9. What has been the UN's response to the UNITA?
10. Why is Walter Van Der Veer on trial in Cuba?
11. What's happening with teacher certification in Texas?
12. What were the results of the China Summit?
13. Why is the U.S. Government taking on Microsoft?
14. Who is Mary McAleese?
15. What has prompted some to claim Florida's method of capital punishment as "cruel and unusual punishment?"
16. What was the outcome of the Senate campaign fund-raising hearings?
17. Why is El Niño on everyone's mind?
18. America's railways: what shape are they in?

Persuasive

1. Will the financial turbulence in Asia significantly affect U.S. economic growth in 1998?
2. Does the media have too much influence over trials?
3. What are the chances of peace in Angola?
4. How should the UN respond to Iraq's obstruction of UN arms monitoring?
5. Should doctors have the right to unionize?
6. Should international forces remain in Bosnia after their military mission ends next summer?
7. Will the conviction of Rich McLaren weaken the Republic of Texas' cause?
8. Can Walter Van Der Veer receive a fair trial in Cuba?

9. Has Alan Greenspan lost his influence over the U.S. economy?
10. Has the economic embargo against Cuba outlived its usefulness?
11. Who is to blame for the violence in Algeria?
12. What actions need to be taken to protect Internet users?
13. Has the religious right lost its political power?
14. Will Clinton's confrontation with Jiang affect human rights in China?
15. Is affirmative action dead in public universities across the U.S.?
16. What does the future hold for the U.S. stock market?
17. The Justice Department vs. Bill Gates: Who will win?
18. What impact is Madeleine Albright having on U.S. foreign policy?

IN THE SPOTLIGHT

Playing the music of Ron Nelson, Coppell High School trombone player Zach Bond, a junior, performs during the state marching band contest. Bond was first chair All State Band on bass trombone his sophomore year. The Coppell Band, directed by Scott Mason, placed fourth in the competition held at Baylor University in Waco Nov. 3. Check out <http://www.utexas.edu/admin/uil/mus/slideshow/slide0.html> for more photos. Photos by Bradley Wilson.

UP AND OVER

Bryan Honl, Theater Director at PJSA Memorial High School, teaches students ways to work together at the UT-Austin SuperConference.

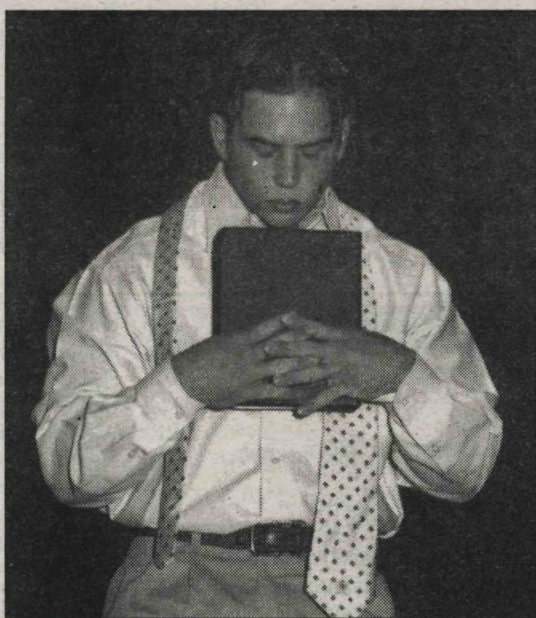


CHESS ANYONE

While waiting for sessions to finish, Steven and Charles Barney of Pasadena High School play chess at the SuperConference in Huntsville. Charles is planning to compete in Number Sense and Steven plans to compete in Computer Science.

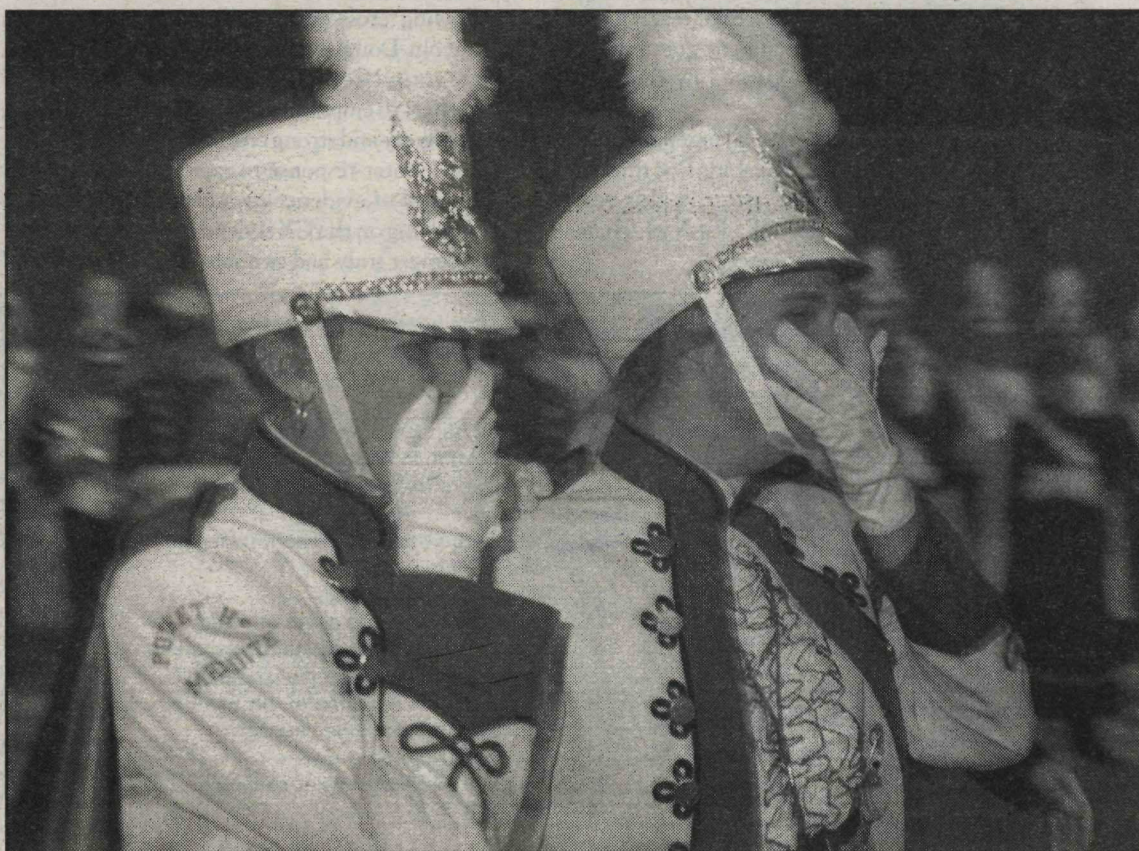
FOCUS

Before he helps with a presentation on prose and poetry, former state winner Bradley Borth, a freshman at UT-Austin, concentrates on the lines he's about to read.



CHAMPIONS

Drum majors from Mesquite Poteet High School react as they learn their band placed first in 4A at the state marching band contest. "I could tell from the first note of the show we would do really well," senior Drum Major Shelley Sweeney said. "We created a sound that was phenomenal. All of us knew it was the best we had done."



Falling in place

Conferences prepare academics; musicians finish marching

season For marching band members, the fall season culminates in the state marching band contest where the top bands in class 1A, 2A and 4A competed this year for the championship. Academic competitors spend the fall learning about their events at one of four Student Activities Conferences taught around the state and attending practice meets.

Around 10,000 potential academic competitors attended the conferences held at the University of North Texas in Denton, Sam Houston State University in Huntsville, The University of Texas at Austin and Texas Tech University in Lubbock in October and November.

The day-long conference covered every UIL event, ranging from calculator applications to literary criticism to journalism to one-act play.

"The super conference shows you how to get the right answers," said Monica Solano, of Nixon, Texas. "I've competed in UIL competitions in the past, but this gives you tips that otherwise you would have to learn on your own."

The students attended sessions given by contest directors and coaches, as well as with students who have reached state competition and had the opportunity to ask about new contest rules and the contest in general.

"Larry McCarty's session was very good," said Nishu Jolly, a senior Lincoln-Douglas debater from Alexander HS in Laredo. "He talked about values and cases, and he addressed them very well. We

talked about how some debaters waste 20 minutes debating a rule or definition whereas they should be defending the case."

For contest coaches, the conference revives student interest in UIL contests.

"Since the students won't begin competing until January, the conference pulls their interests so they begin practicing," said Pam Smith, journalism teacher at San Antonio East Central HS. "Otherwise, students would just show up to the contest in January unprepared."

Jolly, who took a four-hour drive with others Alexander HS students, added that while the conference has improved in the last four years, she believes there should be more sessions on adapting to the regional and state competition environments.

"There's a lot of pressure," said Jolly, who competes in both L-D debate and extemporaneous speaking. "Last year, I concentrated more on one event that I should have. Competition was so different at the regional level that it was a total shock."

Instead of getting prepared, marching band members finished their season in the fall at the state marching band contests, held in Mesquite for conferences 1A and 2A and in Waco for conference 4A.

Mesquite's Poteet High School Band directed by Scott Coulson placed first in 4A.

"It was a combination of everything, the music, the drill, the color guard choreography (that helped us win," Coulson said. "It just came together as one nice package." ■

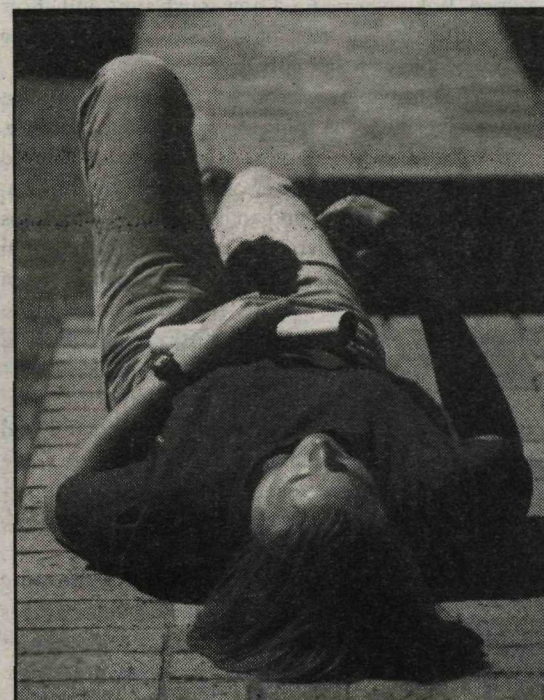


"The Super-Conference shows you how to get the right answers. I've competed in UIL competitions in the past, but this gives you tips that otherwise you would have to learn on your own."

MONICA SOLANO

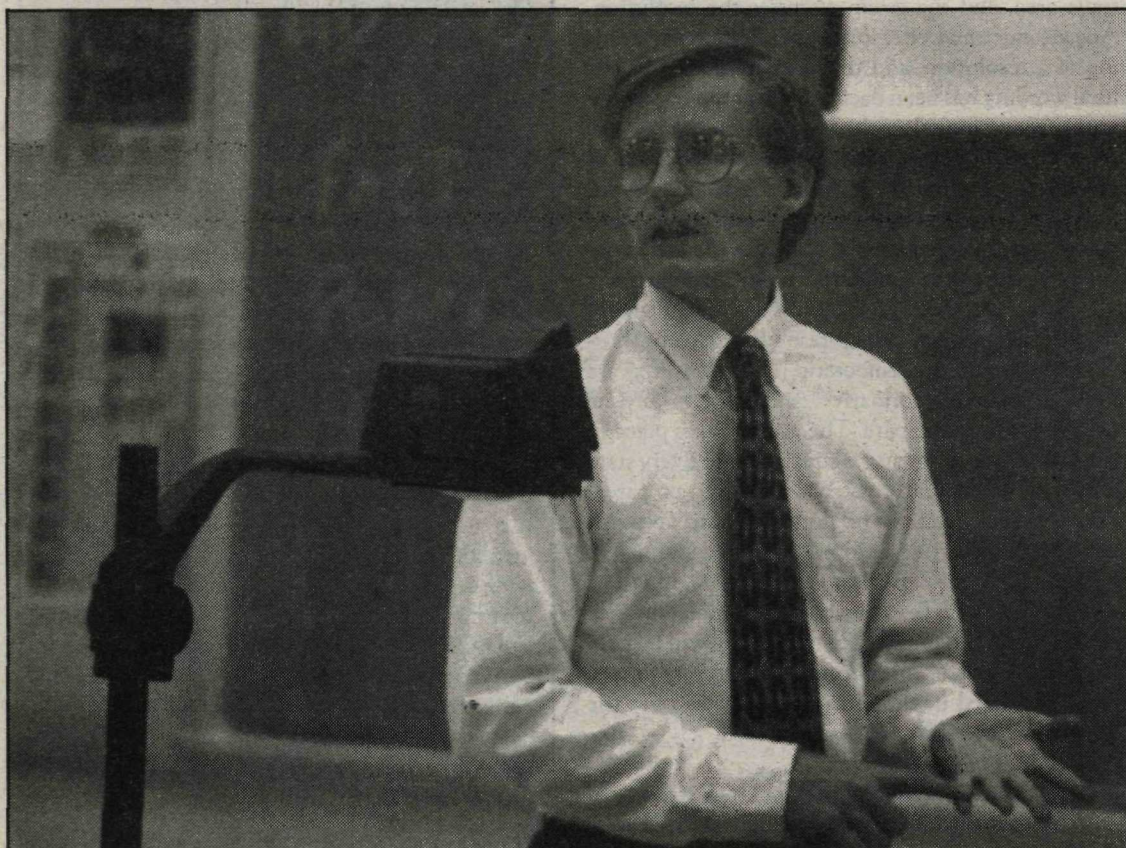
GETTING A TAN

Relaxing in the sun, Karen Smith enjoys some time off during the lunch break at the SuperConference in Lubbock. Smith was one of some 10,000 students who attended one of four conferences statewide to learn about UIL academic competitions.



FOLLOW THE MONEY

David Beers of Economics in Argumentation explains to debaters how economics affects renewable energy at the UIL SuperConference in Lubbock.



Invitational Tournaments

Memorial HS

Dec. 6
Mary Jane Castaneda
210/433-9434
fax: 210/433-1503
Number sense, calculator, science, math and computer science

Lake Travis HS

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

Wichita Falls HS

Jan. 9-10
Annetta Reusch
940/720-3189
fax: 940/767-4248

Highlands HS

Jan. 17
Shirley Rich
210/333-0421
ext. 176
Complete UIL except speech; social studies subjects

Ozona HS

Jan. 17
Renee Casey
915/392-5502
fax: 940/392-5177

Denison HS

Jan. 17
John Terry
903/465-2488
All UIL events including speech; UIL Set A materials used.

Monahans HS

Jan. 24
TFA Qualifiers/Speech Meet
Frances Curry or Dolores Hill
915/943-2519
fax: 915/943-3327

Brackenridge HS

Jan. 24
Cindy Gruke
210/533-8144
fax: 210/534-9770

Princeton HS

Jan. 24
Jimmy Smith
972/736-3633
Regional conflict schedule

Judson HS (Converse)

Jan. 31
Maela Kothmann
210/658-6251
ext. 269
fax: 210/659-4359

Del Rio HS

Jan. 31
Eloy Barrera
210/774-9316

TEXAS DELEGATION

Authors of two reports that both made the top five topic ballot, Terri Robinson and co-author Bill Schuetz, pose with study report author Connie McKee, chair of the Wording Committee Gay Hollis, and with Treva Dayton, Fine Arts Director for the National Federation.



Topic selection democratic

By Bill Schuetz and Terri Robinson

Debate coaches

Terri Robinson and I have been good friends for many years and between us we have coached debate in Texas for more than 40 years. More than once we have wondered "Who picked this CX topic?!" Obviously, "they" made a bad choice. "They" picked the least debatable of the resolutions. "They" were in a conspiracy against us. We had visions of an elite group plotting in some smoke-filled back room.

Of course our teams prepared and debated anyway, and usually, grudgingly, we would admit that the resolution wasn't so bad.

Our misconceptions might have persisted if not for the intervention of Treva Dayton and UIL. Each year, UIL extends an invitation to a Texas debate coach to attend the Debate Topic Selection Meeting sponsored by the National Federation of State High School Associations. The commitment is for two years. The first year, the Texas representative attends the meeting and observes the process. The following year, he or she writes a topic paper and presents it.

Over the years, UIL has been represented by coaches from schools of all sizes and from all parts of the state. Several years ago, Treva asked me to participate in the process and I coerced Terri into collaborating on the paper. It was an enlightening experience. We never realized how much time and effort went into the selection of a debate topic and how many people were actually involved.

The first paper we wrote was about reforming the United Nations. Our topic was approved in October, and we were given a March 1 deadline. In addition to the paper itself, we had to word possible resolutions, define relevant terms, and analyze the topic in terms of the National Federation criteria. The national office then sent the paper to three people from different areas of the country to review it and make suggestions. Armed with their critiques, we rewrote the paper by the June 1 deadline.

The other report authors completed the same process and the resulting papers were copied and mailed to everyone registered for the Debate Topic Selection Meeting in August. This gave all the participants the opportunity to read each paper in preparation for the meeting.

The process at the National Federation meeting is divided into several parts. First, each author gives a short presentation of their topic area to the entire group. There are usually 12 topic areas presented. Next, everyone is divided into smaller groups (Marshall Committees) to allow more discussion of each topic area. These Marshall Committees are named after Dr. Bailey Marshall, former director of the University Interscholastic League, who suggested the idea that committees would allow everyone in

attendance the opportunity to discuss, analyze and revise. Each Marshall Committee is comprised of two report authors, two members of the Wording Committee and other people attending the meeting. Discussion focuses on choosing the top three resolutions from each paper and refining the wording. This gives the authors the opportunity to hear a variety of interpretations of the resolutions. The wording committee members ask questions to facilitate discussion. The entire group reconvenes and the wording committee members make a short presentation based on the discussion they heard in the Marshall committees. Each author presents the three resolutions and a brief analysis.

Things really start to come into focus on the second day of the meeting. Each author is assigned a time slot to appear before the Wording Committee. The purpose is to select one resolution and to word it as precisely as possible. Anyone attending the meeting can come to these sessions and include their input. Try to picture thirty or more debate coaches in one room discussing the implications of using a particular word. It gave us a whole new perspective on the "every word has meaning" topicality standard. It's not surprising that the allotted time often expires and the author is scheduled to return later that evening.

The entire group meets the next morning and when the authors present the resolution for each topic area, and the group discusses the resolution. Any attendee may offer insight or question the wording of a resolution—and they usually do. After the final wording has been decided, the group begins the voting process to select the top five resolutions. The rules for this process are very precise and it takes several votes to narrow it down. These five resolutions are then sent out to the nation's debate coaches whose votes determine the top two. Another national vote is taken to determine the final choice.

What Terri and I now know is that the process of selecting a national debate resolution is very thorough and genuinely democratic. The discussions are frank, unbiased, informative, and open to anyone who wants to participate. The voting takes place in the general meetings and is equally open. Every state has equal access and if you are willing to prepare a paper, you can present a resolution that may become next year's topic. We enjoyed the process so much, we wrote another paper last year. In 2000, it will be even easier for Texas coaches to participate since the National Federation Topic Meeting will be held in Corpus Christi. This is a great opportunity for you to get involved in the process and to discover the democratic way CX topics are selected.

Bill Schuetz is the debate coach from Gregory-Portland High School. Terri Robinson coaches at McAllen High School.

Ready Writing Read quality works to prepare for contest

By Karen Werkenthin

Ready Writing Director

The fall's Student Activities Conferences are over. This means that contest season begins shortly. Students competing in the Ready Writing Contest should be reading now to prepare for the invitational meets which begin in the winter months and the more intensive district meets in the spring.

Contestants should be reading quality fiction, non-fiction and periodicals. Read with concern and close attention. Ask yourself as you read "What does this mean? Why do I care?" Numerous resources exist to guide you to "quality" reading. One I share at conferences is the College Board's Suggested Authors List for the Advanced Placement Literature and Language Exams.

You should be adding articles and notes on books you are reading to files based on broad topics of a timeless nature. Study 1997's topics at the end of this article and the *Ready Writing Handbook*. Determine what categories they fall into. Consider that this year's topics won't be much different—they will continue to address ongoing interests and concerns.

Meet with fellow ready writers to discuss readings and how to incorporate them into essays based on the past year's prompts. A weekly meeting worked well for my Ready writers when I coached; others meet much more frequently. Find your comfort level. Ready writing should not become a chore or a burden.

Experiment with "voice" in your expository writing—what diction, what syntax sounds more like you? Read published expository essays to see how concrete and personal most of them are. Analyze the state-winning essays provided in the Handbook. What makes these essays successful? Try some of the techniques. Keep a journal or a "commonplace book" as the British do—copy favorite or meaningful passages from the quality reading you are doing. Write your thoughts and reactions to these passages as well as current events, issues, and ideas. Read history and biography for pleasure. Obtain Bill Moyers' books *World of Ideas I and II*. Read his interviews with people in fields you are interested in. Then read their original works after you familiarize yourself with them.

Attend invitational meets at another school or host your own. Practice on your own, even if it is just writing 20-minute essays. Develop the attitude that this contest is for fun as well as for winning. Realize that it is subjective and you may not win, so take risks, try new approaches. Your GPA won't suffer, and you will become a better writer for the practice. It is confident, competent writers who make their way to the State Meet. Confidence and competence are gained through practice and experience. Good luck on your ready writing journey.

TETA 'fest full of exhibits, education

A week earlier than in past years, the Texas Educational Theatre Association, will host Theatrefest '97 in Dallas Jan. 21-25. The 48th annual convention will be held at the refurbished Fairmont Hotel in downtown Dallas (213/720-2020 or 800/527-4727).



Lynn Murray
Drama Director

Co-Convention Directors Cathleen O'Connor and Kathy Tyner, along with Exhibits Chair Gary Tyner of host KD Studio, are arranging special guests and events to complement the "Your Flight to New Inspiration" convention theme. Co-Host University of North Texas' Ralph Culp is program chairman.

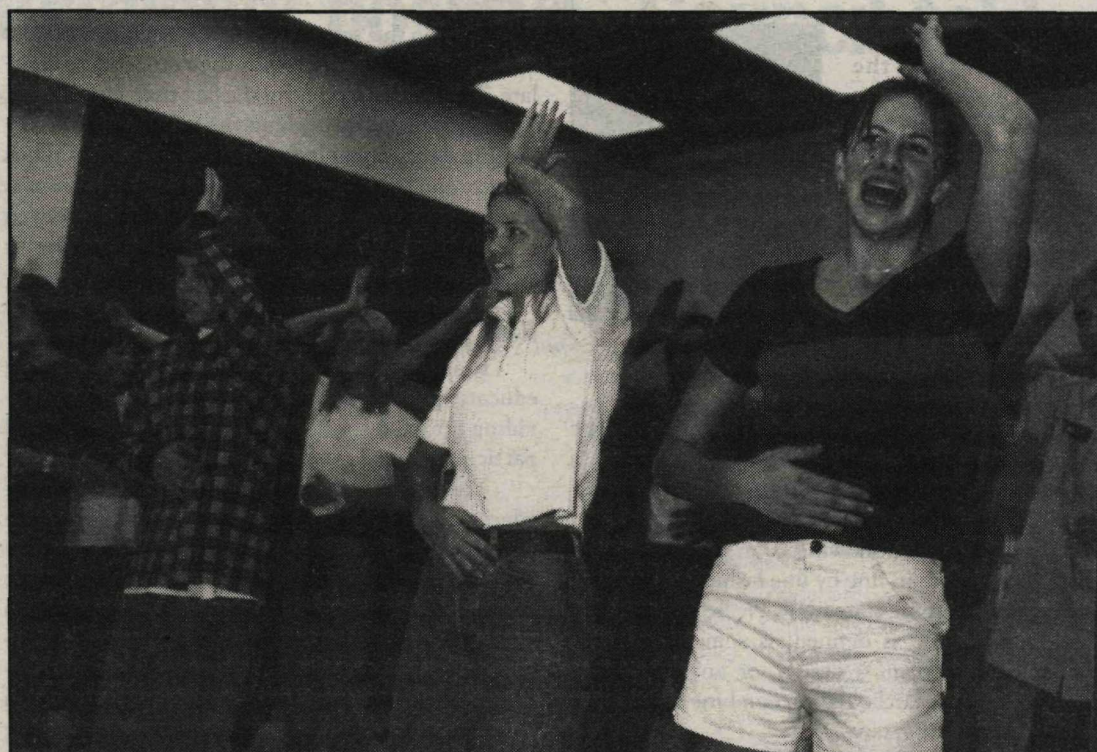
Theatrefest '98 will feature workshops from all areas of educational and professional theatre. Theatre professionals, including Daniel R. Boone, Ann McDonough, Richard Pettingill and Edward Reichenbach, will provide a variety of workshops for convention participants.

UIL is always a major focus of TETA's convention and this year is no exception. OAP enrollment mailings will soon be sent to all concerned. The tentative program outline will be of interest to K-12 teachers who would like to use theatre activities and methodologies in new and exciting ways. Secondary theatre teachers and administrators are urged to share this tentative schedule with middle/junior high teachers and administrators and those elementary teachers who have theatre interests/activities. There is a heavy emphasis on K-8 grade levels, and sessions at each time period are targeting these teachers.

Texas Educational Theatre Association Adjudicators' Organization and UIL will sponsor orientation and training sessions for old and new critic judges on Jan. 22, beginning with a "New Adjudicators' Orientation" required for initial certification. After a lunch break, demonstration scenes will be presented at 1:30 p.m., followed by critiques at 3 p.m. and a panel on OAP judging "ethics" at 4:30 p.m. The TETAAO business meeting will follow. Accredited critic judges seeking recertification must attend the ethics session, business meeting, and either the scenes/critiques beginning at 1:30 p.m. or one of the AO-identified options for Friday or Saturday.

A search for new AO/UIL critic judges is conducted annually. Critic judge information is sent to active TETAAO critics and all college and university theatre faculty not currently serving. Potential OAP judges who are interested and who meet the criteria outlined on pages 23-29 of the *Handbook for One-Act Play, 13th Edition* should contact this office. If you know of qualified theatre people that would become quality critics, let us know about them and encourage them to participate.

We owe a debt of gratitude to the many who serve on this massive TETAAO/UIL Thursday programming. The 18 officers and committee members of AO are assisted by demonstration scenes provided by 1996 State Meet OAP winning directors Gloria McLuckie, New Diana, and students, and Pam Mercer-McWilliams, Longview, and students. Scene critiques will be conducted by two outstanding TETA past presidents and State Meet OAP-level critics: Jim Miller, chair and Theatre Director at Sam Houston State University in Huntsville, and Luis Muñoz, State Meet OAP 5A winning director while he was at San Antonio-MacArthur. Luis is the current CEO of Summit Productions of McAllen.



RUB YOUR BELLY

Learning to concentrate and maintain focus was the topic of Mariana Jones' session, "Theatre for the Soul" at the One-Act Play Student Activities SuperConference in Austin. In this session, some 100 students learned a variety of warm-ups and activities to help them prepare for performances.

As a side note, 1998 State Meet OAP critic judges have been selected and will be introduced at the AO business meeting. In case you are not there, the judges will be

- A Adonia Placette, Lamar University;
- 2A .. Jim Mammarella, San Antonio College;
- 3A .. Kathy Barber, Kilgore College;
- 4A .. Roger Schultz, Texas A&M; and
- 5A .. Royal Brantley, West Texas A&M.

Friday morning of TETA will begin with a Q&A opportunity for anybody to raise issues concerning the UIL Advisory Committee-proposed OAP basic set and time rule changes. This session will continue three full days of committee meetings and programs dealing with UIL and OAP rules. I will participate in this session and the UIL committee meetings on Wednesday evening. As usual, I will not attend the UIL Open Forum. Advisory Committee Chair Rachel Mattox, Katy-Taylor High School, and members of the committee will administer the Open Forum. My absence is an attempt to promote freedom of discussion or questions without "intimidation." Those who wish to positively impact OAP must be prepared to provide written policies, administrative guidelines, or specific rules or modification of existing rules which you feel would better serve OAP, participating schools, students and directors.

I hope you will take time to review the October *Texas Theatre Notes*. It is full of everything theatre directors have been calling the UIL office about since summer. Although this issue was later than usual because of computer/scanner problems, editor Greg Schwab has put together an outstanding issue. Review carefully the TEKS articles and the UIL Advisory Report. If you failed to read Patrick Vaughn's "audition" article, don't expect any relief from this office.

All dues-paying TETA members receive the "audition packet." If OAP directors did not pay their dues, the only source of information is included in this TTN. If you want a packet, pay your TETA dues as you fill out the convention registration form and call Patrick Vaughn (409/633-5233). Calling the



SPECIAL GUEST
TETA's featured celebrity guest Dee Wallace Stone's first career was teaching high school English and drama.

Corey is truly one of Texas' international treasures in costume/makeup design. Her work will blow your mind.

Accredited critic judges seeking recertification must attend the 4:30-6 p.m. Ethics Workshop/TETAAO business meeting (Jan. 22), and either the TETAAO Critic Judging Workshop Series at 1:30 p.m. Thursday or one of the TETAAO workshops scheduled for Friday or Saturday.

Make sure you read carefully the notations in the final program. There will be changes, additions and corrections, including featured guests. You can find TETA on the World Wide Web at www.mcc.cc.tx.us/docs/mccdept/inst/dram/tetatop.htm. From the site, you can download Theatrefest '98 information, including a tentative list of invited guests, the workshop proposal form, and the convention registration form.

Timely reminder: The deadline for submitting plays not on the approved lists in the *Handbook* to the play appraisal committee and for submitting requests for additions to the basic set for your OAP entry for 1998 is Dec. 21.

Invitational Tournaments

CONTINUED FROM
PAGE 10

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

Alamo Heights HS

Feb. 7
Isabel Zsohar
210/820/8850
fax: 210/820-8896
Number sense, calculator, math, science, grade-level short-answer tests, Olympiad

Monahans HS

Feb. 14
Frances Curry or Dolores Hill
915/943-2519
fax: 915/943-3327
All UIL events except speech

Klein HS

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

Kennedy HS

Feb. 14
Abel Martinez
210/433-9343
fax: 210/435-5649

East Central HS

Feb. 21
Pam Smith
210/679-2951
fax: 210/649-2752
All UIL contests and foreign languages

Smithson Valley HS

March 7

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

League enforces rules schools make

*It is the rules
which the schools
make that we
provide
governance for,
not the other way
around.*

There is a perception that the University Interscholastic League is a group of individuals in Austin who have nothing better to do than to make up rules for schools. Contrary to popular belief, the UIL is an organization which represents the schools of Texas. It is the rules which the schools make that we provide governance for, not the other way around. As individuals get caught up in their own environments or causes, they sometimes overlook the purpose of the UIL.

Therefore, the following is an examination of the UIL's purpose in line by line fashion as stated in the League's purpose statement. Please bear in mind that "a purpose," as defined, is something to be attained; it's a plan, a design, or an aim. Those statements you see in bold print combine to make the UIL's purpose statement.

Organize and supervise

The purpose of the UIL is to organize and properly supervise contests that assist in preparing students for citizenship.

If you have ever had the responsibility of organizing a large event, you should have some empathy for the League and its effort to organize contests. With over 1,100 high schools and almost 3,000 elementary and junior high schools participating in various events, you can quickly see the inherent difficulty in the organizational process.

The magnitude of the events is exactly why there has to be cooperation between the schools of Texas to establish rules and guidelines for organization. The schools themselves establish the rules; the UIL, in turn, is charged with the governance of the rules which the schools agree to follow.

Properly supervise contests is an often-debated subject. Proper supervision in this case could be translated into the terms of providing a fair and equitable field of

play for those involved. Once again, we must operate from the posture which states the schools themselves are responsible for making the rules which they themselves play by. The UIL is often accused of letting the fox guard the hen house. However, the conclusion of the above mentioned statement continues with, "in preparing students for citizenship." This being an integral part of our purpose, it would only stand to reason we should expect nothing less of our school administrations. Therefore, through the administration's leadership, citizenship, sportsmanship and spirit of cooperation there exists a perfect



Rex Spain

Assistant Athletic Director

scenario for the school to display the type of role modeling situation they wish their students to emulate. The League is proud of the fact that, by-in-large, UIL competitors throughout the state do model citizenship as an example for their student body. Thus the fox and the hen house analogy simply does not wash and any implication of such is a direct affront to not only you local schools but the community in which they exist.

Fair play

It aims to provide healthy, character-building educational activities carried out under rules providing for good sportsmanship and fair play for all participants.

The provision of healthy, character-building educational activities is an honorable if not an enormous task. No more can you legislate morality than you can legislate character. Character has to be developed. It is the UIL's assertion that through an educational atmosphere character is not only developed but nurtured for everyone involved in the contests. As our contests are carried out on as level a playing field as the rules can provide, students are taught many valuable lessons which will benefit them throughout their lives. The least of which is to form an understanding that there has to be rules. There are rules in life just as there are rules in high school contests. The rules of life are sometimes applied in a much harsher manner than the rules of a contest. However, it is the knowledge acquired by participation in league contest which can enhance the acceptance of these rules which often makes the difference in how successful they are when confronted with the rules in life. Developing character and the knowledge of rules under the guidelines of good sportsmanship and fair play is one of the most valuable lesson one can acquire.

Inspiration

Sensible organized competition under proper controls has demonstrated its value and has furnished inspiration to talented students for years.

What is proper control? Once again, the schools are not only in charge of controlling the events, they are also responsible for determining the rules for proper control. Starting to get the picture? Schools make the rules; individuals in the UIL office do not. The schools are the UIL.

By providing an atmosphere of character building opportunities, educational activities, under the auspices of citizenship, sportsmanship and fair play the UIL (i.e. the schools of Texas) has created with purpose an arena which not only benefits thousands of young people but also has a positive impact on the students of Texas for generations.

Active support

The UIL has the active support of most of the school executives, teachers, and citizens in Texas.

The reason that the UIL has enjoyed the support of the schools in Texas is because the UIL is made up of the schools through out Texas. The school business affects every community in the state. The UIL has a positive influence on every school in the state. Thus, each and every community has become the benefactor of the positive attributes the University Interscholastic League has to offer. The superintendents throughout the state of Texas are the individuals who represent each school through the UIL Legislative Council. The Legislative Council is the rule-making body for the UIL thus each school has a voice in the rules which schools must play by.

Participation

Participation in extracurricular activities motivates students to place a high priority on attending school and making better grades.

Research studies have consistently shown that participation in student activities is beneficial to students (Christensen, 1984). An important value in extracurricular activities is their support of positive student social relations. Many researchers support extracurricular activities in schools because they provide opportunities for healthy peer interactions and vital social experiences (Greer, 1975; Frederick, 1959). As the number of tardies accrued by the student decreased for the student in the high socioeconomic high school, the number of hours of participation in extracurricular activities increased (Breithaupt, 1996). As the grade point average of the student increased and the number of discipline referrals accrued by students decreased, the number of hours of participation in extracurricular activities for students in the medium socioeconomic high school increased (Breithaupt, 1996). As the grade point average and the test scores of the student increased, the number of hours of participation in extracurricular activities increased (Breithaupt, 1996).

Students test themselves

Most students enjoy the pursuit of excellence and seek opportunities to test themselves against their own accomplishments and the accomplishments of others.

The words *pursuit of excellence* indicate the journey students embark upon as they work toward the fulfillment of a goal. The pursuit of excellence should be a road that is continually under construction. Coaches and sponsors of UIL activities are the mentors and construction managers of student's efforts to set and reach goals. Competition is what sets these efforts apart from other accomplishments. The opportunity to find out how you measure up to your peers can assist in developing many life skill-related traits. Students will face competition in some form or fashion the rest of their lives. What better way of honing one's skills for competition than under the tutelage of the coaches and sponsors of our high school activities.

Equitable administration

Such opportunities are best provided through properly conducted and equitable administered competitive activities.

With each school having a voice in the rules that guide competition for the schools of Texas, equity has been made a paramount issue for competitive activities. As the rules provide a level playing field for competition, students are afforded the opportunity to participate in UIL activities.

Enrich the classroom

The classroom is enriched by the flow of student energy into the more intensified arena of competition and back into the classroom.

Extracurricular activities are conducted as an extension of the classroom. The activities are simply another opportunity for students to learn. They are also the place where students can learn skills that will assist them in the classroom dedication; self discipline, pride, and team work. These activities are teaching tools that reach and teach the whole child. Those skills learned in the classroom can also benefit the student as they dedicate themselves to achieving excellence in extracurricular activities.

Students are the focus

Therefore the UIL reaffirms that students are the focus of its endeavor and deserve an opportunity to:

- refine physical and mental skills;
- nurture self-realization and build self-confidence;
- feel a sense of pride and dignity;
- experience teamwork and develop a sense of fair play;
- develop the ability to lead and the willingness to follow;
- foster self-discipline and perseverance;
- appreciate that rules, consistently applied, create order and discipline;
- learn to accept graciously the decisions of judges and officials;
- affirm self-worth in times of disappointment as well as adulation;
- cultivate lifetime skills;
- complement their class work with practice and performance;
- have fun;
- experience the joy of achieving their potential in a wholesome environment; and
- discover that ultimately the true meaning of winning is doing one's best.

Reclassification a 'daunting' task

The biannual UIL reclassification and realignment process has begun. This stressful time has many schools on edge as they await the Feb. 2, 1998 release date.

On Oct. 24 every high school was responsible for submitting membership figures. These numbers have been collected and verified. Following this data collection and verification UIL staff began to input information into the computer for further analysis.

Beverly Linder, UIL athletic administrative associate, is responsible for this integral step. Programming the information for 1,200 schools in a very short time span is an enormous task and Beverly's experience is invaluable. Following this data entry, all information must again be verified so we can ensure that it matches information provided on the reclassification and realignment forms that the schools submit. With this done, staff members being further analysis.

The first step is to list schools in descending order of enrollment — without school names. In essence we work with a listing of numbers in rank order without knowing which enrollments belong to which schools.

At this stage, the staff follows Legislative Council policies. Policies for the 1998 reclassification and realignment process dictate a range of 210-225 schools shall be assigned to 32 districts in 5A, down from the 229 schools in 5A this year.

An important step takes place as the UIL staff simply counts down the chronological listing of numbers until it reaches the established range. Staff members again put school names back in the picture and schools with enrollment figures below the 5A line that have requested to play "up" are moved into the 5A conference. At this time the corresponding number of schools are moved down into 4A so no more than the required 225 schools remain in conference 5A.

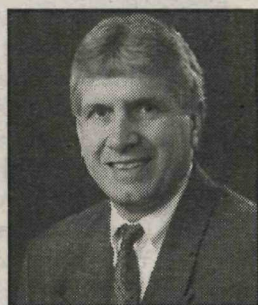
This same process takes place within conference 4A. The number of schools needed for up to 32 districts has been established between 185 - 215. Counting down again in descending order staff members again establish the cutoff for 4A. Again, schools falling below the 4A cutoff which opt to play up are assigned to the conference.

Very simply, there will be between 395 and 440 4A- 5A schools. This leeway is important so proper balance can be afforded within a conference. A finite number could also cause improbable geographic difficulties to occur in the realignment process.

The format continues with the establishment of the 3A and 2A conference lines. The number of schools needed to establish 32 districts in each of these two conferences is normally between 210 - 225. In essence there will be between 420 - 450 2A-3A schools. Again, the range is necessary to enable staff to establish proper gaps in enrollments and to balance the conference alignments.

This is important because conference A consists of all schools that fall below the conference 2A enrollment. Approximately 300 schools will be assigned to this conference. The number of schools participating in an activity determines the number of districts assigned in conference A.

In conference A, schools with a membership of 84.4 or lower may choose to participate in six-man



Dr. Charles Breithaupt
Athletic Director

football. Schools with an enrollment between 84.5 and 95.4 are allowed one realignment period as a grace period to continue to participate in six-man while preparing for the change to 11-man if the enrollment of the next alignment period is also above 84.4.

After determining the enrollment cutoff figures, conference A schools are further divided by membership figures for spring meet activities and basketball. In conference A basketball, staff members create 32 districts from the lower half of enrollment of conference A and 32 districts from the upper half. Beginning at bi-district schools are bracketed geographically rather than by enrollment.

Following these divisions by conference, pins are placed on a map to represent all schools in a conference. Schools are placed into districts keeping the following criteria in mind:

- Group geographically contiguous schools in groups of no more than 10 and place in districts with even number of schools, except when that action causes an extreme hardship. Schools in a district in urban areas may not always be contiguous.
- Except in Conference A there will be 32 districts to facilitate playoff procedures (except in activities that do not have enough schools).
- Multiple high school districts with more than one school in the same conference will have those schools assigned to one district.

After these assignments have been made, UIL staff checks and rechecks the maps and alphabetized and rank order listings of the schools to ensure that each school has been assigned. Computer mapping is used to consider mileage between schools to help in making the final decision.

On Feb. 2, 1998, at 9 a.m. CST, the UIL will release the final results through each of the 20 Educational Service Centers. At that time it will also be released via the UIL's World Wide Web site. League staff is again working with Fox Sports Southwest to release information during a live television show.

A school unhappy with its assignment may change districts only with unanimous consent of all schools in both districts. Schools may appeal their district assignment to the State Conference and District Assignment Review Board. All schools will be notified of the deadline for this appeal.

Questions and Answers

Throughout the process there are several commonly asked questions. A few of those questions and answers follow.

What will the cutoff number be for a particular conference?

As described earlier there is no way of knowing the exact number until all schools have been listed



and the staff counts down the rank order by policy. Counting the number of schools in descending order of enrollment established the cutoff line.

Can a school be the smallest school in a conference by only one student?

We try our best to avoid this. It is more likely to happen in the lower classification because the gap in enrollment decreases.

Why the secrecy? What harm is there in obtaining this information before Feb. 2?

The UIL prides itself in being a public servant with open meetings, public forums, readily available information, and interpretations. However, when it comes to the reclassification and realignment process confidentiality is paramount because of the scheduling issues in football. Releasing the information only after it has been completed and proofed keeps schools and coaches from spending an inordinate amount of time and money on scheduling. It also gives all schools a fair chance in the scheduling process.

Why isn't there a 6A conference?

The Legislative Council has studied this issue. Increased travel costs caused by the creation of a 6A conference made its creation cost prohibitive.

How can the reclassification and realignment process be changed?

As with changing any UIL policy, the first step is to submit a proposal and/or make a presentation to the Policy Committee of the Legislative Council in June. Any action taken by this committee would have to be approved by the full Council in October.

The UIL staff has to see the entire picture during reclassification and realignment. Individual schools may claim dissatisfaction with their assignment because they see only one small portion of the state. Our commitment is to be fair to all of our schools.

HARD HIT

Senior Kyleene Berdoll of Westlake HS (Austin) prepares to return a ball. The state volleyball tournament was held in Austin Nov. 21-22. Photo by Nick Kenig.



realignment

Trying to fit nearly 1,200 schools into 32 districts in each of five conferences in a state encompassing approximately 254,000 square miles is a daunting task. Our commitment is to be fair to all of our schools.

Code of conduct long overdue

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

This October at the UIL Legislative Council meeting, a first attempt was made to create a statement or code of conduct to address the practice of discriminatory conduct at high school activities. Why a statement on respect?



Cynthia Doyle

Associate Athletic Director

- While browsing through the bookstore, I came across a book titled *Slave Days*. It was the recount of a fundraising event that left students and community embarrassed and ashamed, because a slavery theme was used to promote a high school volunteer service day used as a fundraiser.
- Last week in the basketball world, two professional officials were given NBA assignments only to have a "non role model" offer a most derogatory comment about keeping females in their place.
- During the previous football season a school demonstrated school spirit by tossing tortillas as the opponents took to the field.
- Two weeks ago, an embarrassed school administrator called to report a case of verbal misconduct by a fan. Although the report said the fan used the "N" word, the fan stated that he only said "blackie," and "watermelon eater," and never felt his actions merited being banned from all UIL contests since in his opinion profanity was never used.

- At a concession stand during a game, volunteer workers were overheard telling jokes about the visiting team and its religious and ethnic community.

- A public school golf team decided to hold practices and a tournament at a private club that does not allow diverse membership. Since the team is not diverse, they saw no harm in doing this.

Although all but one of the examples was specific to UIL member high school, each example seems to reflect the same lack of sensitivity and regard for people. In each example, individuals involved did not feel their action reeked of disrespect. As schools educate diverse populations of students, they must also assume the role of educating parents and fans. When a school fails to educate, they suffer embarrassment and now penalties for actions which are derogatory for participants in UIL events.

For UIL schools, the problem lies in the all encompassing definition that must address everything berating to our participants. Yet the same definition must allow an application flexible enough to apply to any array of actions without infringing upon the spirit of competition. As a UIL member school, you are expected to have the highest standard of ethical behavior and avoid even the appearance of improprieties when attending or conducting UIL events. In other words, no matter what the definition or statement UIL publishes, it is up to the member school and its opponent to evaluate the action of the fans.

About four years ago, National Federation rules began addressing taunting. Penalties were written into the rule code of every sport prohibiting students from public displays of disrespect while participating in UIL athletic activities. However, parents and

other enthusiasts were not subjected to the new rules of conduct and have not learned the parameters of non-discriminatory displays of spirit that resolve feeling the need to make statements by using posters and gestures that are obscene and offensive to opponents.

When confronted, these same patrons are quick to point out the absence of a UIL rule that prohibits spectators from doing or saying as they please, since many feel that paying admission and paying taxes gives them the right to be obnoxious and intrusive to players, coaches, administrators, officials and even visiting teams.

We may ask ourselves, what is to be achieved by adopting a statement that makes it a violation to make racist, sexist or otherwise demeaning statements toward others at UIL events. We may feel that penalizing a school for the crowd lacks sensitivity and lack of respect, and does not send the correct message to the students. When in fact, what better message can be sent than to make schools responsible for their community as we have made communities responsible for their schools?

We may ask ourselves why a statement on respect? Because our participants and our spectators shall not be subjected to unbecoming conduct aimed at berating, intimidating or threatening opponents. Furthermore, people at UIL events should not be subjected to racist or sexist comments or derogatory gestures masked in the pretense of sportsmanship.

The character that coaches develop and demand from athletes should be an example for the feeder programs, as well as for the spectators. Why a statement on respect? Because it is what we teach our children, and it is long overdue.

Administrators, teachers, coaches and parents must teach proper behavior

Student athletes seek adult role models

By Charles Douglas

Principal, Belton Junior High School

Recently, as I was officiating a 5A contest, it alarmed me as I reflected on how the athletic players have changed since I participated in high school athletics years ago. I have been associated with officiating for over 25 years, and I am concerned about the image our students are putting forth and the seemingly lack of control over the students by parents and coaches. It appears the norm for athletes to commonly cut down their fellow athletes when the common courtesy of telling someone they made a good play would make the game much more enjoyable for all in attendance.

Many student athletes have worked very hard day after day to attain a competitive level of play. More often than I like to mention, a play, hit, or a great achievement is met with a negative comment or act that ruins the moment for the player, team, or adults in attendance. Surely, we as the adults in charge of developing these youngsters in their maturation into adults needs some scrutiny. Most students seek role models and advice from those adults in their lives as to the proper way to handle themselves when they graduate and become the leaders in our communities. School administrators, teachers, and coaches as well as parents must take this challenge to teach our youth proper behavior, whether on the athletic field or in the classroom.

After all, the athletic field is just an extension of

the classroom and must be treated as such. Good coaches make good teachers, good teachers make good coaches!

Over the last few years, as an official in basketball and baseball, I have witnessed and been aware of many alarming occurrences between players, and I have personally dealt with coaches who seem to lose their emotions simply over the outcome of a game. True, when I was coaching, winning meant a lot to me, and winning still does. However, respect for others and their talents is also important in molding and training our student athletes. Common sense and personal dignity must be brought into light here. True, the officiating may not always be the best, and the other team may not always act in the proper manner, but this still does not give anyone the right to ruin the outcome of the game being played. Showing respect and sportsmanship to fellow athletes surely must not be thrown out the window for that almighty win. Ugliness by word and deed is one way others gauge us, and many of us are failing miserably to show others who we really are and what we are like.

At several athletic events, I have witnessed probably the worst examples of poor sportsmanship by spectators directed at student athletes from 14 years old to seniors in high school. There must be some satisfaction of which I am unaware in the inappropriate behaviors of adults and students at athletic events today. I have witnessed adult spectators harass and call visiting players names from the third base line fence. I have heard obscenities yelled

at the opposing pitcher while he is struggling to win for his team. I have seen parents in the stands yell at each other while setting poor examples for the young people who are listening and watching. Parents yell at officials from the sidelines, and student athletes have been allowed to yell obscenities toward the stands with no action being taken to correct this misbehavior. I have witnessed a fight break out on the basketball court, and, as the altercation was settled, the two coaches were having words and about to fight. Parents have approached another team's player and challenged the player to come outside the gym to "settle" the problem. Where are our high school athletic programs headed? Anyone have a concern? To change this trend some of us must speak up and begin to address these problems!

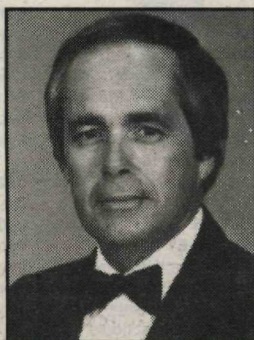
My wife and I have been fortunate to have a daughter and now a son participate in UIL activities, both academic and athletics. The University Interscholastic League has been a strong force in both the organizing and overseeing the greatest athletic set-up in the whole country. We appreciate the job League officials are doing, but the organization is only as strong as its members make it. Participation in athletics is a great way to teach youngsters how to compete, how to act in tough situations, how to have the strength to endure when they are tired and hurting. It also teaches self-confidence and self-discipline. We as adults must set the proper examples in actions, words and deeds that will safeguard this sacred thing that we all love: competition.

We as adults must set the proper examples in actions, words, and deeds that will safeguard this sacred thing that we all love: competition.

Judging, clinic offered at contest

30-minute session gives groups a chance for 'enrichment'

The TSSEC Wind Ensemble Contest is scheduled for May 9, 1998. Again this year, each ensemble will receive the benefit of a 30-minute session with a nationally recognized conductor/clinician at the conclusion of its performance. This enrichment opportunity will be in addition to the standard adjudication format.



Richard Floyd
Music Director

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

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

Participation in the event is limited because of judge's schedules and the availability of performance sites. Hence it is likely that more schools will be submitting entries than can be accommodated. Directors of bands considering participation in the 1998 State Wind Ensemble Contest should be aware that submitting an entry does not guarantee a performance time and that the following procedure for processing entries will be followed.

1. Since many region contests do not take place until after April 1, it is not necessary to wait until after a Division One is earned to enter the contest. A letter of intent can be submitted at anytime. The letter should not include a check for the entry fee.
2. Letters will be accepted as postmarked.
3. Letters of intent will be held by the UIL office in the order they are received until the results of the Region Contests are known. Bands receiving a Division One will then be officially entered in the contest based on availability of performance times.
4. Official entry forms and entry fees will be due once schools are notified that they have been assigned a performance time.
5. Additional schools with letters of intent on file will be placed on a waiting list.

Questions concerning entry procedures are welcome at 512/471-5883 or uilmusic@uts.cc.utexas.edu.

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

Joseph Missal • Dr. Missal serves as Director of Bands at Oklahoma State University in Stillwater.



ARE THE JUDGES READY?

In Waco, judge **Richard Herrera** from Brownfield High School finishes up his written remarks while Baylor University student prepares the recorder for the next group. Like the state marching contest, the wind ensemble contest will offer groups a chance to get feedback from some of the best instructors in the nation. Photo by Bradley Wilson.

He is no stranger to the State Wind Ensemble Contest having served as an adjudicator on several occasions. The OSU Wind Ensemble under his direction has performed at numerous regional and national conferences and last summer represented the United States at the prestigious World Association of Bands and Ensembles Conference in Austria. He is a recognized authority on wind band music at all performance levels and is active in adjudicator training for the state of Oklahoma.

Dennis Fisher • Professor Fisher is the conductor of the Symphonic Band and Associate Director of Wind Studies at the University of North Texas. He has been a vital member of the "Texas scene" for many years and has a clear understanding of the expectations we all hold for Texas Band. In addition he has lectured, conducted and toured throughout Thailand, Japan, Great Britain, Europe and Scandinavia. Dennis brings to the State Wind Ensemble Contest a wide variety of experience and expertise as a conductor, educator, composer and arranger.

Timothy Mahr • As associate professor of music at St. Olaf College, Tim Mahr conducts the St. Olaf Band while teaching courses in composition, music education and conducting. His compositions have been performed by ensembles worldwide and in 1994 he was the first recipient of a commission from the American Bandmasters Association Commissioning Project. He has been in residence as a guest composer/conductor on over 20 college and university campuses and has worked with high school bands throughout the nation.

Two internationally recognized conductors have been engaged to serve as clinician/commentators for the 1998 State Wind Ensemble Contest.

Thomas Lee • Tom Lee's name should be a familiar one to most Texas band directors as he served as conductor of the University of Texas Wind Ensemble for 12 years. Since leaving Texas in 1986 he has held the position of Director of Bands at the University of California at Los Angeles. While being recognized as one of the most widely acclaimed guest conductors and clinicians in America Tom is still very much a part of the "Texas band tradition." Your students will be challenged by his musicianship and

his insights into the expressive elements of music.

Craig Kirchhoff • Professor Kirchhoff is director of bands at the University of Minnesota and is a past president of the College Band Directors National Association. Craig has served as conductor of the Texas All-State Band on several occasions and is returning for his second time as a clinician for the State Wind Ensemble Contest. His passion for music-making and his gentle demeanor will inspire your students and introduce them to a deeper level of musical understanding.

In summary, the advantages and benefits of participation are as follows:

- The contest is a prestigious event limited only to those receiving a Division I at a regional contest.
- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.
- The judging panel will provide taped critiques for each ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority in all evaluations.
- Each band will receive a personal 30-minute session with a distinguished conductor/clinician.
- All concerts take place in the dramatic setting of the Bates Recital Hall on The University of Texas campus and spacious warm-up rooms are provided within the same facility.
- A complimentary, professional quality tape recording of each performance is provided at no cost.
- The entry fee is only \$225 per ensemble.
- Those groups desiring to stay overnight will find a variety of competitively priced accommodations throughout the Austin area.
- Educational opportunities, including the LBJ Museum, the Texas Museum and the State Capitol are within walking distance or a short drive away.
- Recreational options include water sports at Barton Springs, outdoor activities in Zilker Park, ice skating at Northcross Mall and shopping throughout the city. The San Marcos Aquarena Springs featuring glass-bottom boats and an underwater theater is only 35 miles to the south.

Participation in the event is limited. Directors considering participation should be aware that submitting an entry does not guarantee a performance time. It is not necessary to wait until after a Division One is earned to enter the contest. A letter of intent can be submitted at anytime. The letter should not include a check for the entry fee.

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).

INTERPRETATION OF SECTION 446(B)

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

DEL RIO HS

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

DALLAS SAMUEL HS

The State Executive Committee placed Dallas Samuel High School on probation in one-act play through Sept. 1, 1998 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.

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 sportsmanlike 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.

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 to Mr. John Valastro and Mr. Royce Gregory, Granger ISD, and put them both on probation through June 3, 1998 for violations of the Athletic Code. The Committee issued a public reprimand to Granger ISD with probation through June 3, 1998.

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 edi-

tion 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 Trosclair from coaching all UIL activities through the remainder of the 1996-97 school year, issued a public reprimand to her, and placed her on probation through 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 Quinlan ISD and placed Quinlan High School on probation for all UIL athletic activities for lack of fan control. In addition, they banned a Quinlan fan from attending all UIL athletic activities involving District 12 AAAA schools through the 1997-98 school year. They issued a reprimand to all Wylie and Quinlan student representatives who were involved in a fight, and 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.

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 in the teachers' lounge used as table coverings. The *Leaguer* contains vital information regarding UIL activities. Please distribute these to coaches and sponsors of all UIL activities, and ask them to share their copy. Recommended distribution includes the following.

Principal	Volleyball Coach
Librarian	Baseball Coach
Academic Coordinator	Girls Basketball Coach
Yearbook/Newspaper Adviser	Boys Basketball Coach
Speech Director	Football Coach
Band Director	Girls Track Coach
Choir Director	Boys Track Coach
One-Act Play Director	