



UNIVERSITY INTERSCHOLASTIC LEAGUE

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**Leaguer**  
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# Winners of top sponsor award named

**T**EN UIL SPONSORS of extracurricular activities, including six in academics, two in fine arts, and two in athletics, have been selected as winners of the 1997 UIL-Southwestern Bell Sponsor Excellence Award.

"The benefits of interscholastic competition and student performance are made possible by dedicated directors, sponsors and coaches," said UIL Director Bill Farney. "These people represent the best Texas has to offer."

A panel of judges representing music, academics and athletics selected the 10 winners from nominees submitted by school principals and superintendents statewide. Southwestern Bell will provide each recipient with \$1,000 and a trophy.

## Dixie Bell

Kerens High School

Bell has been involved in UIL activities 35 of her 37 years in education. She coached 13 different events, leading her students to 13 district championships, one regional championship and two state championships. Through her leadership and encouragement, over 500 students in grades 3-12 participate in UIL activities annually.

"Every student is special and with that belief I can go to greater lengths to meet their educational needs," Bell said. "I have the greatest opportunity to impact the life of a student by being their friend who will listen, their cheerleader who wants them to succeed, and their teacher who wants to help them learn."

## Don Carnathan

Ore City High School

Carnathan has directed marching band, concert and sight-reading, and solo and ensemble contests for 21 years. In addition, he has sponsored music memory for 13 years. Students from Ore City typically enter more solo and small ensemble events per capita than any other school and their success is a direct result of Carnathan's encouragement and persistence.

"To me, in UIL competition there are no winners and losers," said Carnathan. "Success is not based on beating another school or student. If properly prepared, students will experience success if they focus on being the best that they can be and then achieve at a higher level they thought possible."

## Janet Doyle,

Pharr-San Juan-Alamo North High School.

Doyle has served as UIL coordinator for PSJA

## TEAM PLAYER

**Jay Patterson (far left) works with players during football practice. School district Superintendent Dana Marable, PhD, said, "Because of his leadership and his ability, our athletic program and our academic program are recognized throughout the area and the state."**



ISD for 25 years, sponsoring prose and poetry interpretation, number sense, calculator applications, science, persuasive and informative speaking, literary criticism and one-act play. During her tenure, Doyle has sponsored 26 district winners in prose, resulting in eight state contenders and one state champion. Eight of Doyle's former UIL competitors are now back in the PSJA school district teaching and coaching UIL events.

"There is nothing as important as self-confidence and self-esteem in a young person's life," Doyle said. "If I, as a UIL coach, can help a young student to stand in front of a group and read, recite or act with confidence and pride as they develop a love of good literature then I have done my job well."

## Gary Hicks

Fort Worth Dunbar High School

Hicks has served as sponsor of the math and computer science club for 16 years. He organized the first invitational number sense-slide rule meet for all Fort Worth high schools in 1970 and has been instrumental in Fort Worth's participation in UIL activities ever since. His computer science team had the distinction of never losing a written contest in any UIL practice, district, regional or state meet for seven consecutive years. In 1994, Dunbar was named UIL State Academic Champion.

"Our school motto is 'It Can Be Done.' Believing that we can succeed is critical to success," Hicks said. "I have seen few students who are not motivated by the challenge to achieve or create something that is better than what exists. Winning is not coming in first place. Winning is leaving something better than you found it."

## Jan Lahodny

Schulenburg High School

A basketball coach for 28 years, Lahodny's teams have earned 15 district titles, 10 regional championships and three state championships. In 1995, she was named National Coach of the Year by the National Federation of High School Coaches. In addition, she was honored three times by the Texas Association of Basketball Coaches by being named Coach of the Year. She is the author of one of the top-selling basketball books in the nation as well as

six other coaching manuals and a nationally distributed coaching video.

"It is my belief that UIL competition teaches students higher level problem-solving skills," Lahodny said. "Students are taught how to design, implement, visualize and execute a plan for success. They learn to listen and focus on the task at hand with 100 percent effort and concentration. These are necessary skills for a successful adult life."

## Larry McCarty

Ingram Tom Moore High School

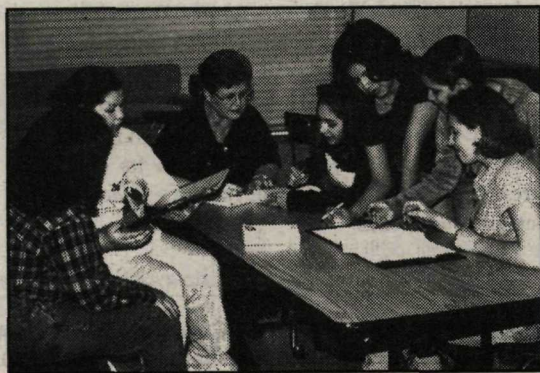
During 12 years of coaching academic events at Tom Moore HS, McCarty has led students to 57 district championships with 104 regional qualifiers, 15 regional champions, and 46 state qualifiers. In addition, he has written 20 books and current issues and events practice lessons during the last five years.

"Preparation for competition teaches goal setting as students master one small goal at a time to reach larger ones," McCarty said. "They also can learn that failure is often the catalyst for even greater success. As they focus their energy, organizational skills and proficiency are enhanced, both of which are important to the entire educational process."

## Marilyn Miller

Cypress Creek High School

Miller has sponsored one-act play for 27 years, prose and poetry interpretation for 16 years, debate for 10 years, and informative speaking for nine years. She was named Theater Educator of the Year in 1986. During the past 16 years, Miller has seen more than 50 of her students attend college on theater scholarships or grants, and many others enjoy careers in



## GROUP WORK

**Janet Doyle works with students on prose and poetry. Doyle said, "I really believe there is nothing as important as self-confidence and self-esteem in a person's life. If I as a UIL coach can help a young man or woman ...read, recite or act with confidence...then I have done my job well."**



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theater fields.

"A competitive spirit is a common denominator of successful citizens," Miller said. "Competition starts in the soul, and the standards come from within each individual. As a UIL sponsor, I encourage confidence in place of arrogance, humility instead of intimidation, and quality techniques instead of trickery."

**Fred Pankratz**

Canadian High School

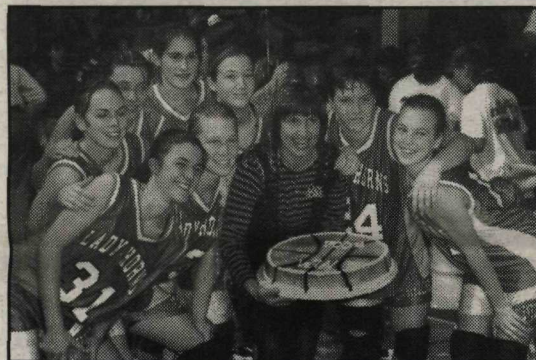
Pankratz has served as band director for 26 years, 21 of which occurred at Canadian. His bands have received sweepstakes awards 15 years, marched in area competitions eight years, and marched in state competitions seven years. In 1995, Canadian placed fourth in the UIL State Marching Band Contest. In addition, 45 of Pankratz's students participated in the region solo and ensemble contest, while 27 qualified for the state solo and ensemble contest.

"When students work to perform at the exacting standards necessary for UIL activities, new heights of responsibility, concentration and work are learned and perfected," Pankratz said. "Music competition promotes these qualities. Additionally, through the inherent beauty in music, students learn to feel and communicate in a very special way."

**SMILE**

Dixie Bell poses with a few of her students.

"UIL has so many places where a student can participate, feel worth, make a contribution, and succeed," Bell said.



**700 WINS**

Last year, Jan Lahodny celebrates her 700th win with her Schulenburg Lady Horns basketball team. "She may be the best 'underdog' coach in the business," an administrator said on her nomination form. Photo by Darrell Vvyjala of the Schulenburg Sticker.

**Jay Patterson**

Medina Valley High School

Patterson has served as head basketball coach 25 years and head football coach 12 years. In fact, he has coached every sport with the exception of softball. He has 102 career wins in football, and is just 13 wins shy of 400 as a head basketball coach. Many of Patterson's players go on to receive academic scholarships to colleges and universities.

"Teaching has become more difficult in today's society," Patterson said. "But one thing that does remain the same is the desire of youth to feel successful and important. It remains our job to challenge them to succeed. As professional educators, we can influence and affect the lives and character of young people."

**Sunny Yeatts**

Sanger High School

Yeatts has served as UIL academic coordinator for 18 years; sponsor of one-act play and prose and poetry interpretation for 20 years; extemporaneous speaking for 17 years; debate for 15 years; literary criticism for five years; and current events for three years. Her students have performed with and done technical and design work for the Denton Civic Ballet, Denton Community Theater, Denton Light Opera Company, and KD Studio Actors Conservatory of the Southwest. Her speech and debate students are encouraged to speak before local organizations such as the Lion's Club and to compete in contests such as the Optimist and American Legion.

"The judicious use of competition is one of the most valuable tools I have in helping my students reach their full potential," Yeatts said. "However, I feel it is important to remember to emphasize that winning is not the primary aim of educational competition. To me, any student who tries and does his or her best is always a winner."



**Background**

In its seventh year, the UIL-Southwestern Bell Sponsor Excellence Award seeks to highlight the contribution of sponsors of UIL scholastic competition. The award was created to identify and recognize outstanding sponsors who assist students in developing and refining their extracurricular talents to the highest degree possible within the educational system, while helping them to keep their personal worth separate from their success or failure in competition.

The award was originally made possible by a grant from the Effie and Wofford Cain Foundation, in honor of Frank W. Denius, who has been a director of the Cain foundation since 1955 and Executive Committee Chairman since 1983.

The partnership between Southwestern Bell and the UIL began in August, 1997. Through this union, Southwestern Bell joins the UIL in its efforts to strengthen and promote the role of extracurricular activities in Texas.

**BEHIND THE SCENES**

With Scott Shipman and Teal Scharck, Marilyn Miller discusses putting on a production. Her principal, Sue Heineman, said on the nomination form: "Marilyn's ardent belief in the magic of the theater and its 'moments,' and her ability to inspire that belief in her students and her audience is the foundation of her magic." Photo by Caleb Eberling.



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# District meets likely to trigger instinct to retreat

Academic experiences open a 'whole new world' for contest participants

By the time you receive this Leaguer, district academic meets will be little more than a month away. For many of you across this state, this will trigger the flight or fight response.

For those of you who choose, for whatever reason, to stay on, please accept these words of encouragement and advice.

While researching for my journalism column, I found an interesting commentary by Jonathan A. Plucker and Stuart N. Omdal on a report by Public Agenda titled, "Getting By: What American Teenagers Really Think About Their Schools." In brief, the report states that students find schools boring and irrelevant. They said they want better teachers, more homogeneous ability-grouping and enforcement of higher standards.

"With respect to education, the most worrisome causes are a lack of intellectual challenge and a lack of application of knowledge," Plucker and Omdal wrote in the June 18 issue of *Education Week*. "Dozens of research papers and several books over the past decade have reported the slow 'dumbing down' of the curriculum in our schools. The lack of curricular challenge is apparent across all subject areas, from history to mathematics. Research also suggests that the curriculum is seldom differentiated to account for the variability in student interests, abilities, or learning styles. Considering this, the fact that many of our children—especially those who are academically talented—are not challenged and become bored as a consequence should not surprise us."

While the report may be bad news overall, it certainly reflects well on the UIL academic program. The same students who find school boring and irrelevant find participation in UIL academics invigorating, even thrilling. Competition motivates them to learn beyond what is taught in the classroom. It allows them access to some of the best teachers in the school. It groups them with students of similar interests and skills. It requires the highest standards. The process and the product of competition are relevant and meaningful, both in the short and long terms.

I am often asked by academic coordinators and coaches how they can better recruit students into their programs. The suggestions Plucker and Omdal provide for challenging students can also work toward recruiting students. The comments from the TILF scholars corroborate their recommendations.

## Comments from scholars

*Pretest students to determine appropriate instructional level.*

Emphasize the high-ability nature of academic competition. It isn't for everyone, and it isn't remedial. Students won't be covering old ground.

"My UIL experience not only gave me an outlet to go beyond the classroom, but it also taught me valuable skills that I can carry into my future," wrote H. Marty Kang of Midland Lee. "UIL broadened and strengthened what my teachers taught me because I could actively apply their lessons."

*Assess student interests, plan instruction to incorporate those interests, and include time for students to pursue their interests independently.*

The UIL provides contests in every curriculum



**Bobby Hawthorne**  
Academic Director

area, and students can apply knowledge and skills on topics of interest, giving them a sense of ownership over their learning and helping them gain an appreciation of the curriculum's relevance. "These kinds of activities also facilitate mentorship experiences," Plucker and Omdal state.

"Participating in UIL one-act play gave me the opportunity to broaden my education and to teach others through my knowledge and personal expression," Kelly Harrell of Paris North Lamar wrote.

*Recognize that memorization of basic facts needs to lead to application of those facts.*

Rote memorization is not the major component of any UIL academic contest. Even spelling today has a vocabulary use requirement. The current issues and events and literary criticism contests have essay requirements that force students to apply data toward a more meaningful end.

"My UIL academic experiences opened a whole new world for me," wrote Sommer Norwood of Warren. "It broadened my focus from only grades to include current issues and events and it helped me develop important communication and research skills. My experiences taught me a lot about dedication, hard work and how to work with people on a social as well as competitive level. I encountered real situations where the benefits of good ethics and thorough preparation paid off."

*Focus on higher-order thinking skills including analytical reasoning, problem-solving, and critical and creative thinking.*

UIL contests emphasize complex skills and require students to develop ideas for themselves rather than rely on teachers to tell them what to think.

"The contests helped me learn to think on my feet, which everyone needs to know how to do, and to argue, which some people don't think is such a great thing," wrote Patricia Murrell of Lindsey.

*Increase expectations for students, both with respect to conduct and to academic performance.*

UIL competitors are expected to compete on the highest intellectual levels and to show good sportsmanship.

"UIL academic competition teaches numerous life lessons," wrote Raymond Wagner of Port Lavaca Calhoun. "Although competitors are tempted to quote such benefits as learning how to graciously accept both defeat and victory, I find that UIL has given me a more practical skill: the ability to feel at ease while taking tests. I am so accustomed to enjoying UIL tests that I have found myself actually relishing the challenge of a SAT or AP exam."

*Apply the content directly to real-life situations, thus putting the curriculum in context.*

Competition provides opportunities for students to apply their knowledge in real and meaningful ways. Students in speech, journalism and current events, for example, call upon information from specialized training, regular classrooms and, most importantly, their own experiences and sensibilities.

"UIL has offered me a competitive environment in which I could expand my academic knowledge and skills," Crystal Topper of Johnson City wrote. "Too often, only athletes have these opportunities. UIL has encouraged me to strengthen skills that will benefit me tremendously in the years to come."

Plucker, an assistant professor of educational psychology at the University of Maine at Orono, and Omdal, an assistant professor of special education at

## Tips for hosting a district meet

So, you're hosting the district academic meet. Here are a few tips to help you survive the weekend.

- Be friendly. Make people—contestants, coaches and judges—feel welcome to your campus. Provide a snack-bar and gathering area for students and a hospitality area for coaches and judges. A great hospitality room goes over big.
- Provide clear information regarding room locations and where the registration and contest grading is to take place. There can never be enough signs and maps of the school posted.
- Appoint students to serve as guides, runners, go-fers and what-not. The more, the merrier.
- Walkie-talkies are invaluable too.
- Have a central information table, manned by someone who is "in the know."
- Get the best judges possible. Start searching now. Ninety percent of all problems at district meet are related to unqualified or under-qualified judges. Secure extras. They are worth paying.
- Pay journalism, speech and one-act play judges. You get what you pay for.
- Have graders take the test at the same time the students are taking the test.
- Make certain all contest directors have a copy of the directions from the Spring Meet District Manual, have read and understand the rules.
- Inventory all contest materials, equipment, medals and trophies as soon as you receive them.
- Make certain facilities are available and ready. Make sure rooms are unlocked on time.
- Exhibit control of the contest. Know the rules and the judging criteria.
- Make sure all contests begin and end precisely on time.
- Double check all results. Check to see that students' names and schools are spelled correctly.
- Control the verification period. Don't allow coaches or students to bully you into a bad decision.
- Release official results only after all questions have been answered. Know that once results are announced as final, no changes will be made.
- Announce results in an appropriate forum that brings recognition to the student(s).
- Have one person responsible for compiling district championship results. Don't forget to add in points from CX debate.
- If your meet is held the first official UIL week, hold onto the test materials until UIL's official release date. Have each school provide a large mailing envelope with the academic coordinator's address.
- Dispose of leftover materials properly. If the meet is on a Saturday, students and coaches may keep copies of their contest. Have plans for the return of entries and unclaimed medals.
- Line up dedicated people to stay until the bitter end to help clean up, load up and lock up.
- If you do all of this, prepare to do it again. Chances are, the district will want you to run the meet next year.

the University of Northern Colorado, conceded that more research on the roots of student boredom is needed, but added, "In most cases, boredom in school is a surrogate for lack of challenge and a perceived lack of relevance in what is being covered in the classroom."

UIL academics is not an answer for all students. But for academically talented, highly-motivated students, it may be the answer. It was for Heather Hayes of Tyler Lee, who wrote, "My UIL academic experience has taught me so much about people. Competitive academics is the best way for a group of intelligent students to express themselves and meet others. I would not trade my UIL experiences for anything—the people, places and competitions will always be a wonderful high school memory."



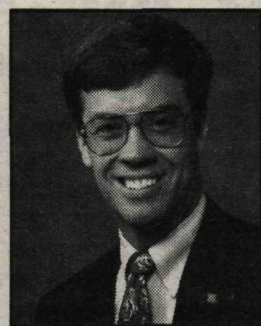
# Open your eyes; what are you not seeing?

*Local censorship decisions amount to denial of world history*

The phone call began innocently. "Howdy, I'm an administrator in charge of the Art contest. Quick question: Do we have to use all the pictures in the bulletin?"

Quick answer: No. Red flag starts flying. "But why are you asking?"

Many people have learned to call the UIL and to phrase the question in such a way as to get the answer they want. Fortunately, UIL staff members always look for the reason behind a question.



**Bradley Wilson**  
Assistant Academic Director

The simple answer, as with most elementary and junior high questions was straightforward.

Unlike high school competitions that are bogged down in a virtual mire of rules, elementary and junior high competitions tend to be more flexible largely because the students can't advance past the district level and local schools deserve the control. Yet even when an answer is "no," I explore why things are the way they are. Call it a fault.

The administrator explained that he knew some of the pieces would cause an uproar in his community, and he'd rather not deal with it.

Specifically, he was referring to Raphael's painting *The Alba Madonna*, a Renaissance depiction of the young Christ child and mother, John Singleton Copley's *Watson and the Shark*, an American painter's depiction of a shark attack in Havana harbor, and either a Frederic Remington painting or a Charles M. Russell painting, I can't remember which.

The first two, he objected to because of nudity, the last because of violence.

I told him that the test had already been written but that he could certainly omit any questions on those painting which I felt were very tasteful and appropriate for any community and any age group.

Our contest director, Karen Pope, PhD, an expert on art history agreed.

"...(T)hese are truly representative works, and great ones at that," she said. All hang either in the National Gallery of Art or the Amon Carter Museum of American Art and have been reprinted thousands of times as depictions of the best art the world has to offer.

This was merely the first of three phone calls on the topic. In all cases, I made it clear that I believe all of these paintings are appropriate for any grade level but that the decision was a local one. The contest is designed (and will continue to be designed) to provide a representative sampling of art through the ages. And it's designed to promote discussion and real thinking on the issues presented in the paintings.

There's where the problem seems to be for some people. When I was teaching, one parent told me that my job was not to teach students to think, it was to give them information. I beg to differ. A good teacher promotes thinking. Yet it's easy to find examples of historical censorship of one form or another that blocks thinking.

In Maryland, two public school superintendents have removed books by prominent African-American authors from high school English classes at the urging of some parents calling the works "trash" and "anti-White," *The Washington Post* reported. Maya Angelou's autobiographical *I Know Why the Caged Bird Sings* and Toni Morrison's *Song of Solomon* were removed from the list for some students. A parent said they weren't appropriate for ninth-graders because they were sexually explicit and give a dated and slanted portrayal of whites.

In Spokane, Wash., administrators pulled *Tintin in America* from school libraries after a Native-American employee challenged the 1929 book as racially demeaning.

And in Pennsylvania, *Run, Shelly, Run*, a book about a teenage girl's life on the streets of New York, was removed from the optional reading shelf of middle-school classrooms.

In Louisiana, one school district was forced to change the names of schools named after George Washington, Thomas Jefferson and Patrick Henry

because all three of those influential settlers owned slaves.

The list goes on and on.

Don't get me wrong, I am strictly in favor of local control. School districts need the power to decide much more of their fate, and parents should have more say in that fate. But they can't go off half-cocked and cut things from the curriculum based on denial or emotion rather than pedagogical concerns. These things happened. They're a part of history.

There are some things out there, all too easy to find on the World Wide Web by elementary school students, that have no business in the public's eye. There are other things that are definitely part of our culture and our history. The controversial things don't fall into either one of these categories fall into that gray area in between, an area that we must acknowledge and discuss openly.

When the Americans took over Germany at the end of World War II and liberated the concentration camps, generals ordered their men to look at what was there because they did not want anyone to forget what happened. They paraded them through stacks of bodies. They ordered Germans to bury the bodies so they would know what was happening in their own back yards. It became a part of history.

The violence of the American West was a part of our nation's history. It helped to make the country strong and prosperous.

The paintings in the Vatican of Madonna and Child form a part of our society's religious foundation.

And men sometimes lose when fighting nature.

Still, whether or not these paintings are appropriate for elementary students is a local decision, one that needs to be made in terms of what's good for the education of the students not the whims of a few individuals.

Frances Kazemek, an associate professor of education at St. Cloud State University in Minnesota, challenged the readers of *Education Week* with this thought. "Unless we as educators, parents and community members foster a climate in which differing opinions are engaged and not simply tolerated, our children and young adults will have little opportunity other than to grow up in an environment dominated by sectarian isolation and blinkered morality. Such, I hope, is not the world we want to leave as our legacy."

## Elementary/Junior High

- May a sixth grader compete against and with seventh graders? Yes. May a seventh grader compete down against and with sixth graders? No.
- Is it too late to turn in my Participation Card or District Organization Form? The Participation Cards were due Oct. 15. The District Organization Forms were due Dec. 15. However, we'll still take them so we can get an accurate count of participating schools and get you the materials you need.
- Do we have to use the new dictionary? No. However, the spelling and dictionary skills tests have been written using the new dictionary.
- If a student failed third grade, can he still compete in third grade UIL competitions? Yes. In the case of UIL activities, a student who is retained for academic deficiencies in grades 1-9 is not eligible for the first six weeks of the following school year. For non-UIL activities, check local district policies.

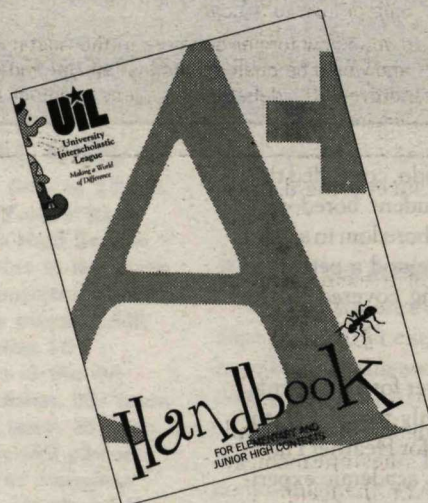
## Updates to elementary, junior high nearing completion

- If you have suggestions for additions or modifications to the UIL suggested list of sources for the oral reading competition, send them in by Feb. 27.
- The revised *A+ Handbook* featuring new content and revised forms for hosting elementary and junior high contests will be released at the summer workshop for academic coordinators July 10-11. If you have suggestions for revisions, send them in by March 6. Not only will it contain all the forms necessary when working with elementary and junior high programs, it will contain tips on hosting a district or invitational meet and sample questions from all of the contests. It will also include a correlation between each of the contests and the Texas Essential Knowledge Skills (TEKS) being used for student assessment.

"We're examining every aspect of the elementary and junior high program and looking at ways we can improve it."

**Bradley Wilson**  
assistant  
academic director

- People still trying to get pictures for the Art contest should contact Tune In at 800/488-6346. Texas School Pictures no longer supplies pictures for this contest.
- The *Nystrom Desk Atlas* for the Maps, Graphs and Charts contest is available directly from Nystrom by calling 800/621-8086.
- All of the invitational and district contests have been printed and are shipping right on schedule. The contest directors did a great job and have produced tests that will challenge students. If you have any comments on the tests, please write them down and send them into the UIL office before May 1. Before the end of the school year, we'll contract with directors to produce materials for next year and we need your input.



### NEW LOOK FOR HANDBOOK

Revisions to the *A+ Handbook* will be released at the summer workshop for academic coordinators July 10-11 in Austin.



## Informative

1. Why did small-town Paducah, Kentucky find itself in the national news?
2. What are the possible effects for the U.S. if Congress ratifies the Kyoto treaty?
3. How has Madeleine Albright shaped the office of Secretary of State?
4. What action has Hong Kong taken to eliminate the avian flu?
5. What plans has Volkswagen made for the new Beetle?
6. Why did Byron De La Beckwith make the headlines in Mississippi again?
7. What are the causes of civil war in Algeria?
8. Why has the budget surplus become a hot issue in Washington?
9. What charities will benefit from The Diana, Princess of Wales Memorial Fund?
10. How has Mayor Giuliani reduced crime in New York?
11. Why is Iranian President Mohammad Khatami making overtures to the United States?
12. How have Republicans reacted to President Clinton's recent child care proposals?
13. Why are South Korean workers angry at Kim Dae Jung?
14. How has the IMF responded to the Asian economic crisis?
15. Why are Texas Democrats furious at Bob Bullock?
16. What accusations did Winnie Mandela have to answer during the South African Truth and Reconciliation Commission?
17. Why is British Prime Minister Tony Blair so popular?
18. What steps has the United Nations taken to continue inspection of the Iraqi military facilities?
19. What recent events have affected the stability of Netanyahu's government?
20. What are the major issues being negotiated in the Irish peace talks?

## Persuasive

1. Is the NBA dealing properly with its "bad boys" on the court?
2. Will the Pope make a difference in Cuba?
3. What must be done to save Medicare?
4. What impact will Israeli Foreign Minister David Levy's resignation have?
5. Election 2000: Who will win the Republican nomination for President?
6. What can be done to prevent domestic terrorism?
7. Has NAFTA hurt American laborers?
8. Can Apple survive?
9. Will the International Greenhouse Gases Conference held in Kyoto produce lasting results?
10. Should the UN intervene to establish stability in the Rwanda region?
11. Should Ira Einhorn, guru of the '60s, go free?
12. Has President Clinton gone overboard in trying to curb teen smoking?
13. Should the Internet be censored?
14. What should be done to protect U.S. citizens from threats posed by nuclear waste?
15. Can anything be done to stop the bloodshed in Algeria?
16. Will the IRS become the "friendly agency"?
17. Has Bill Clinton been able to lead the U.S. in the direction of a post-cold war foreign policy?
18. Should humans be cloned?
19. What are Geraldine Ferraro's chances of making a political comeback?
20. Did Heisman-trophy candidate Ricky Williams make the right decision?

# Debate teams need experience before competing at State

**S**tatus quo is the name of the game in terms of speech rules for the spring; however, the one rule change speech coaches need to be aware of occurs in Cross-Examination Debate. In CX, debaters advance from district to state, with first and second place teams qualifying for the State Meet. The new ruling affects only districts who have fewer than eight teams participating in the district competition.



**Jana Riggins**  
Assistant Academic Director

A statement of the rule can be found on page 96 of the *Constitution and Contest Rules*, section 1001(B). The rule stipulates that in a district with fewer than eight teams participating in the district meet, placing teams with the exception of first place must be certifiable to compete at the State Meet. For a second place team from these limited participation districts to be certified, the team members must have participated in a minimum of eight interschool competitive rounds of debate.

The intent of the rule is to ensure that debate teams have experience debating in a competitive situation prior to the CX State Meet, since participants in CX advance straight from district to state. As discussed in the September issue of the *Leaguer*, teams are allowed to accumulate their rounds to meet the certification requirement in a variety of ways:

- competitive rounds at a debate tournament;
- after-school adjudicated rounds with a neighboring school; and/or
- district meet rounds.

## Questions & Answers

**Does only one member of the team have to meet the eight-round rule for the team to advance after district placement?**

No, both team members must be able to document eight rounds, though the rounds for certification could be with a different partner than the one with whom they are debating at the district meet.

**If the second place team is not certifiable, does the third place alternate team have the opportunity to advance to State?**

Yes. If the second place team cannot meet the certification requirement and the third place team can be certified, the third place team has the opportunity to advance to the State Meet.

**If the district champion elects not to come to state, can the second place team advance to state even if they are not certifiable?**

No. The rule states that only the first place team automatically advances to state. Second place teams must still meet the certification rule to advance.

**Is this rule exclusionary in nature?**

No. For several years, a provision has been made in districts where fewer than eight teams are entered on the official CX entry form for each school to be allowed to enter a fourth team. This new rule ensures that all districts, regardless of participation numbers, will have the opportunity for representation since the first place team automatically advances.

**What procedure must be followed for a placing team to be certified?**

The team's high school principal must sign a certification form included in the district contest director's packet, testifying that these debaters meet the certification rule. A coach may choose to use ballots from rounds, signatures from invitational tournament directors verifying numbers of rounds debated, etc. to document certification for their principal. The contest director will fax the district results to the League office no later than Feb. 23, 1998. The second place team's school must fax the certification form no later than Feb. 26. If they are unable to do so, the district CX director should be contacted to obtain the proper paperwork from the third place team, if certifiable.

**Should all teams be aware of this new rule?**

The League has made a concerted effort to insure that every member school is aware of the necessity of the eight rounds. It has been published in the *CC&R*, discussed in the September and January issues of the *Leaguer*, publicly discussed in the speech coaches' meetings of all four SuperConferences, and available for review on the UIL Website. Some schools are hosting CX round robin tournaments to help teams secure their necessary rounds.

**What should teams from limited participation districts avoid?**

Don't assume that your district contest will provide all the rounds that you need. Be aware of your particular district's tournament format. Consider that you could possibly draw a bye during the tournament which will not count as a competitive round, and plan ahead so that you have secured your rounds well in advance of the district meet.

**What happens if substitution of a team member after a district meet becomes necessary?**

The League will consider the "team" certified, even if the substituted member has not debated the minimum rounds, since it would be unfair to "un-certify" a student due to his partner being unable to attend the State Meet. According to UIL rules, one member of the original team must remain on the team.

Competing at the UIL CX Debate State Meet is an honor. The eight-round rule is in place to ensure that attending state is a privilege competitors earn through hard work and fierce competition.

## State CX Tournament Reminders

- Contest directors of CX district meet should return the CX Debate **Contest Results Form** to the UIL office by Feb. 23. Please use the updated form included in your contest packet rather than the one originally published in the district spring meet manual.
- Teams placing second in districts with fewer than eight teams participating in the district competition must return their **certification form** to this office by Feb. 26 to be eligible to compete at the State Meet. The official form was included in the district contest packet.
- Coaches of second place teams in districts where **certification** is necessary should contact the district contest director immediately if their team cannot be certified.
- Coaches of teams who qualify for the State Meet must complete and return the required **judging forms** by Feb. 27. Please mark your calendars since meeting this deadline is imperative. We advise sending the forms immediately after your district competition.
- If you have a team qualified that **cannot attend**, notify the UIL office and your district director as soon as possible. Your district director will notify the alternate team.
- If you have a **substitution** on a team, you must provide a letter signed by an administrator verifying the student's eligibility.
- We are unable to provide **timekeepers** for 96 debates each round. If you have students who would like to serve as timekeepers, we welcome them! Each team should bring a stopwatch to time or loan to a judge.
- If you know former debaters in the Austin area who would be qualified **judges** familiar and supportive of UIL debate rules, please contact Jana Riggins.



# Apathy, cynicism result from lack of challenge

## Without support, bright kids will leave journalism program

By Bobby Hawthorne

Director of Journalism

**News flash:** "Authorities in Liberia are reported to have ordered the only printing house in the capital, Monrovia, to stop publishing the independent newspaper, *Heritage*."

"The editor said the printers refused to publish Tuesday's edition of *Heritage* after receiving written orders from the Solicitor General. No official reason was given, but correspondents say it is believed to result from a dispute over a recent article by *Heritage* critical of the strained relations between the Liberian government and the Economic Community of West African States intervention force."

**Analysis:** Vestiges of colonialism are to be expected in the Third World, which has yet to develop an appreciation for democratic ideals in general and freedom of the press in particular.

**Old news:** The students in so-and-so's journalism class at such-and-such high school last year learned that freedom of the press often stops at the schoolhouse door. The staff wrote a news account of the controversial school dress code and included a wide range of comments from teachers and students. All comments critical of the plan were excised by the principal, who claimed his rights to censor under the Supreme Court's decision in *Hazelwood v. Kuhlmeier*.

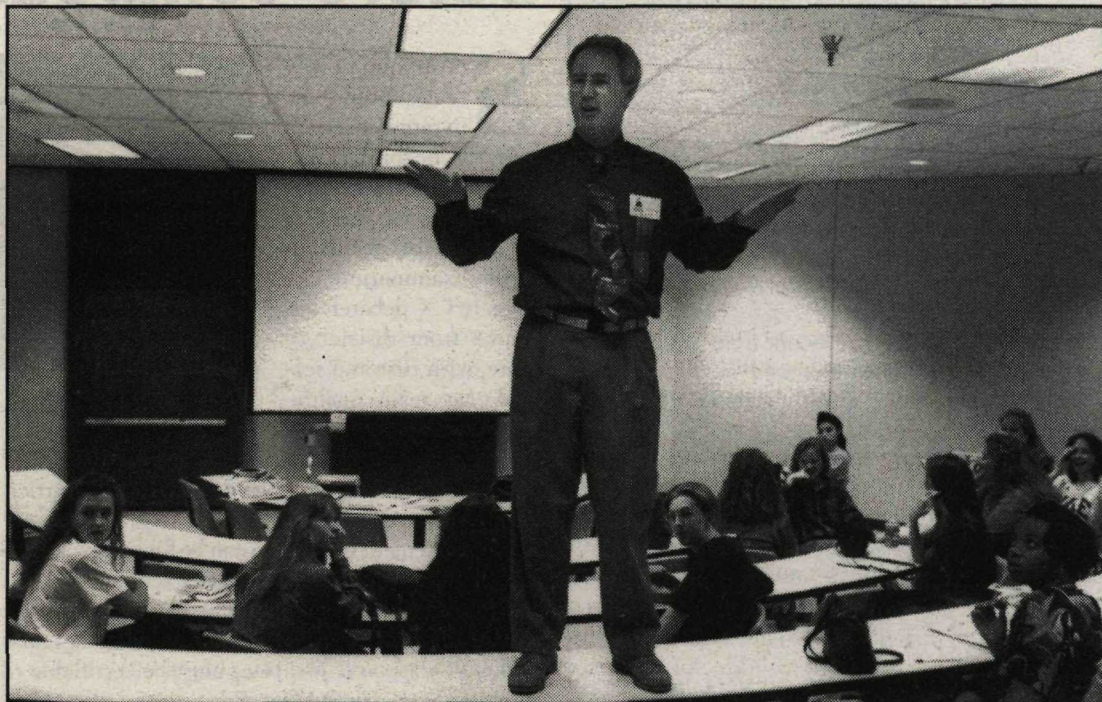
**Irony:** the Hazelwood decision told administrators censorship should be "reasonably related to legitimate pedagogical concerns." For example, school officials may censor articles that are "ungrammatical, poorly written, inadequately researched, biased or prejudiced." Such

is rarely the case. In most instances, school officials will take a well-written, well-researched article and reduce it to pap. I'm guessing that for good measure, the principal here added a few comma splices, tossed in a couple of subject/antecedent disagreements and closed with "This plan, rox. Congachulashions: skool board!"

**Fictional dialogue:** Student reporter: "Here's our story on Ted Kaczynski, our school's most infamous graduate."

**Censor:** "Nice job but take out all of this Unabomber stuff. Too depressing. Could reflect negatively on the school and community. Doesn't uplift students or raise school spirit. Besides, it might offend someone. Just focus on the fact that while he was here, he won several local math/science awards."

**More irony:** Administrators see student newsletters that dish up fluffy, feel-good ephemera as good PR. Journalistic newspapers that elicit, analyze and interpret student views on the most critical issues



### MOTION TABLED

**Rik McNeill of Florida, one of the nation's premier newspaper and yearbook experts, will be among the dozens of outstanding journalism instructors at the annual ILPC convention, April 18-19, at The University of Texas at Austin. An expert on design and graphics, McNeill returns to Texas after a four-year hiatus. Other headliners include David Knight of South Carolina, Terry Nelson of Indiana, Dave Stedwell of Iowa, Betsy Rau of Michigan and Mark Kornmann of Indiana. More than 1,800 students and advisers attend the convention each spring. For information, contact the ILPC office. Photo by Joey Lin.**

facing their schools — racism, discipline, crowded classes, violence, bad teachers — are viewed as bad PR. I have never heard of an adviser being called into the principal's office because a student newspaper was too shallow or inconsequential, but students who wish to report on topics such as political correctness or affirmative action are called on the carpet all the time. They are met with open hostility, and their advisers are often threatened with demotion or worse.

**Good PR?** Hardly. This testifies to the school's inability or unwillingness to teach anyone how to think outside of a mathematical context and flies in the face of the school's mission statement, which probably states something about preparing students to take meaningful roles in our democratic society.

**The result:** dedicated, qualified and, in some cases, JEA-certified advisers who know what they're doing and how to inspire young people to open their eyes and minds to what is happening — good and bad — in their schools and communities leave the profession, the victims of harassment and/or burnout. Disillusioned, disheartened and depressed, they tolerate the control-freaks, kooks and cowards as long as possible, then move on, abandoning the classroom to Vichyites who parrot the "don't worry, be happy" mantra, learning or thinking bedamned. Soon, the bright kids who had the intellectual ability to dare question their education and perhaps to even inspire readers to contemplate anything heavier than athlete of the month move on to more challenging courses, the program collapses, and the newspaper becomes a joke that contributes to the cynicism of today's youth.

**News flash:** Survey finds apathy increasing among college freshmen. A record low 27 percent believe that "keeping up with political affairs" is an important life goal, compared with the record high of 58 percent in 1966. Freshmen and some frustrated activists say political activity has several causes. Number one? A sense of powerlessness.

**News flash:** The vast majority of high school seniors cannot synthesize and learn from specialized reading materials, nor can they solve multi-step problems, according to U.S. Department of Education report.

But they can write one-dimensional articles about last month's student council meeting. And they feel good about themselves.

**News flash:** Students claim school isn't challenging and that they're bored in school, according to "Getting By: What American Teenagers Really Think About Their Schools."

**Commentary:** "We can address boredom because we know what causes it. With respect to education, the most worrisome causes are a lack of intellectual challenge and a lack of application of knowledge. Dozens of research papers and several books over the past decade have reported the slow "dumbing down" of the curriculum in our schools. The lack of curricular challenge is apparent across all subjects." — Jonathan A. Plucker, assistant professor of educational psychology at the University of Maine at Orono; Stuart N. Omdal, assistant professor of special education at the University of Northern Colorado. *Education Week*, June 18, 1997.

**Ageless wisdom:** "Where there is much desire to learn, there, of necessity, will be much arguing, much writing, many opinions; for opinion in good men is but knowledge in the making." — John Milton.

**Final irony:** This summer, I'm going to Eastern Europe on behalf of the Independent Journalism Foundation, an extension of the George Soros Foundation, to teach the sons and daughters of our former communist enemies about democracy through ideals such as freedom of the press and fact-based journalism. If successful with these students to whom the Bill of Rights is as foreign as a hoola-hoop, I might muster the nerve to bring the same message to Texas school officials, though I fear this nut will be much harder to crack.

## Attend ILPC

Reasons to attend the ILPC Spring Convention, April 18-19, at The University of Texas at Austin:

- You'll have an opportunity for your students to hear outstanding speakers from across Texas and the nation.
- More than 90 instructional sessions will cover all aspects of student publications, broadcast journalism, and legal and ethical issues.
- It's a chance to network with other journalism advisers who understand the special challenges of advising a newspaper or yearbook.
- You'll have a voice in journalism education by attending the Texas Association of Journalism Educators business meeting.
- You can compare your best efforts against the winning entries in the individual achievement awards competition.
- There will be several sessions on breaking into journalism as a profession, internships and landing a job on a college publications staff.
- You don't have to be an ILPC member to attend. Private schools and non-ILPC members are welcome.
- It's one of the most inexpensive conventions in the nation. Delegate registration is \$15 per person before April 1. On-site registration is permitted.
- Austin is a great city with extensive entertainment and educational opportunities for students and teachers alike.
- For registration material, a schedule and other information, contact the ILPC office at 512/471-5883 or 471-5908 (fax). Or e-mail ILPC at nvaladez@mail.utexas.edu

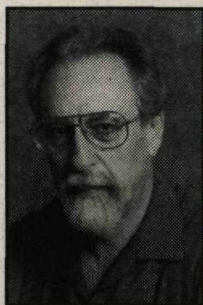
## National Journalism Week Feb. 22-28

Thousands of journalism students throughout the country are joining in promoting National Scholastic Journalism Week February 22-28, sponsored by the Journalism Education Association.



# Workshops designed to prepare teachers, students

The University of Texas at Austin Department of Theatre and Dance will sponsor three parallel workshops this summer. I will be administering the "teacher's workshop," in conjunction with the "36th annual Summer Theatre Workshop for high school students" (STW) June 6 - July 12.



**Lynn Murray**  
Drama Director

Involving both teachers and students, the workshop will include instruction in acting, voice, technical theatre, make-up, directing, and production activities. The teachers' directing seminar will begin June 3 and continue through the students' workshop period. UT-Austin registration for summer is set for June 1-2. Final productions are set for July 10-11. UT-Austin faculty and outstanding high school theatre teachers will teach the classes and direct the plays. High school students will make up the companies of three plays. Teachers taking the workshop course sequence will serve as technical/directorial participants, advisors and observers of the production process.

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

Participating teachers register for regular Department of Theatre & Dance courses. Workshop-related courses include: TD F326E—Theatre Studies: Directing the Young Performer; TD 326P; Projects in Theatre Studies; and TD F314P—Production Laboratory (Rehearsal & Performance).

Right now, I plan three types of performances. Registered teachers will direct students in scenes of various types and styles using several styles of staging. These scenes will be produced at the assembly of the workshop and guests and will be supervised by UT-Austin faculty and guest faculty Robert Singleton, theatre director at the Houston High School for Performing and Visual Arts; Kathy Powdrell, theatre director at Friendswood High School; Larry and Sue Wisdom, theatre director and wife from Mineola; Lisa Westkaemper, UT-Performing Arts Center production coordinator; and STW faculty to be announced.

Four of the eight finalists of the Texas Young Playwrights Festival sponsored by the Dougherty Arts Center of Austin and hosted by UT-Austin Department of Theatre and Dance, will be cast and directed by the STW faculty and teachers registered for the above. All eight will be performed as a part of STW activities June 20-21. This the fourth year that the STW has hosted and participated in workshop productions of plays written by Texas teens and selected by an outstanding panel of writers and critics.

In addition to these scenes and original works, three workshop plays will give public performance during the last Friday and Saturday of the workshop. These plays will be directed by UT-Austin faculty; guest faculty noted above; Sue Wisdom (musical director); Alva Hascall, associate director of the UT's Performing Arts Center; and his wife Cookie. Rehearsal and technical production work periods for scenes and plays will occur in the afternoons and evenings, Monday-Sunday.

The Hascalls are directing for the fourth con-

secutive year, and those who follow the UIL State Meet One-Act Play Contest will recognize Powdrell, Singleton, Wisdom and Wisdom as outstanding state OAP directors, all of whom have previously served as STW faculty. Most of the summer faculty will be directly involved teaching dance/movement, acting, directing, technical theatre, design, playwriting and others will serve as guest lecturers.

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

## Shorter workshop

For teachers who cannot attend the full-term summer theatre workshop, a "short term non-credit workshop," specifically designed to help teachers with preparation for the UIL One-Act Play Contest is planned for the final week. This six-day, July 6-11, workshop will focus on play selection, cutting a long play, limited scenery, the League-approved unit set, using limited lighting, interpreting OAP rules, and judging and directing the contest play. A \$300 non-refundable fee check must be made payable to the Department of Theatre and Dance, The University of Texas at Austin. Teachers registering will receive immediate confirmation.

Teachers in the short-term workshop will view workshop laboratory scenes, the three major workshop productions, some workshop classes, and Austin area productions available during the five-day program. We'll hold critique sessions on all activities.

Again this year an added feature of the Summer Theatre Workshop for high school students will be the opportunity for one cast selected from the three productions to return to UT-Austin July 23-25 for two performances of their STW show. They will participate as guests in the UT-Austin Honors Colloquium for outstanding high school juniors.

Applications for the Summer Theatre Workshop for high school students and the short term teacher's workshop will be mailed to all theatre directors about March 16. The workshop registration fee for high school students will be \$300 and room and board will be approximately \$700 for double occupancy.

For further information teachers interested may reach me at the UIL office, 512/471-4517 or 471-9996 (471-5793 after June 1).

## Deadline successful?

I would like to (but I can't) report that the new "Play & Set" deadline was a total success and that everybody got their request postmarked by Dec. 22 (The Dec. 21 deadline fell on Sunday.). Everyone is (or will be) happy with responses. The copy deadline for this article fell a week prior to theatre convention, and I'm planning to carry my flack jacket to Dallas. I can't explain how some directors obtained a Dec. 22 postmark, how things seem to be lost in the mail or why some did not know anything about the change. Given the magnitude of over 1,130 entries, the num-

ber of actual tragic problems were proportionately small.

Two schools have had fires, and I do recognize there will always be situations beyond our control. OAP directors have been understanding of the need for change and have rarely vented their anger toward this office. We are not past the peak/peek of the mountain of requests for additions to the basic set. Yes, I mean both. They have all been opened/posted, but more than half are yet to be reviewed. I haven't had the first peek at a large U.S. Postal Service box of requests, but you will receive responses ASAP. It really would have helped if everything had been on letter-size paper.

## Title card due

The next step in the OAP process is the title card due in this office Feb. 23. The "pink" card was distributed Jan. 9 and it should be in your possession. If it is not, contact us now, not on the deadline day. We have received a good many already - some without the first class stamped envelope. If you failed to comply with the envelope, send it now and help me avoid the telephone explanation.

Please do not fax the title card! Faxes of these cards are difficult to read and don't fit in the card file. The postal service is good and does not cost any more than a fax. The confirmation of an official title card is the OAP eligibility notice and State Meet OAP Honor Crew information that you receive in return. Fax machines are not any more accurate than the postal service.

E-mail, while a great thing, faces its own problems, not the least of which you can't transmit money via e-mail. It is a considerable waste of time and money to send any request for something which requires a fee using e-mail. E-mail has become more time-consuming than necessary.

My favorite e-mail this fall was from LWACS@aol.com. I don't have any idea who or where this person is. A play was not identified and the question

was very general. Questions are more easily answered if they relate to specific cases. Question: "Could you make a real or fake bonfire onstage for the OAP. How would you make it." (Yes, periods - no question marks.) I did not respond, hoping the person would call. Perhaps they did. The fire effect for *Pippin* would not relate to the one for *The Lion in Winter*. A fire in a trash can is not the same as a fireplace, but might use similar basics. Try to reserve e-mail for clear-cut questions which can be answered simply "yes" or "no." The telephone is always easier if clarification is required.

If you need an answer that Ray Pond or Don Howell can give you use 512/471-9996. They can answer most things, even if you don't think so. If you must ask me, use 471-4517. Oh yes, I answer 9996, but chances are that you will have to hold for me until I can get free of the call on my direct line.

## Behavior

I should make my annual pitch about contest behavior and critic judge treatment. I emphasize here that Section 1034 is fully in force. If this does not sound familiar, look it up in the current C&CR or *Handbook for One-Act Play*, 13th edition. Read it to

## More judges

Additions to the list of eligible critic judges as of Nov. 1, 1997.

☆ ● Eleanor Dryden (Ritz Community Theatre), 3298 Gary Brewer Road, Snyder TX 79549 (915) 573-9739 - I

✓ Bill Watts, Angelo State University, Theatre Dept., 2601 W. Ave. N, San Angelo TX 76909 (915) 942-2146 - I

## Key

- ☆ TETA00 recommended area/region judge
- Independent
- ✓ College/university employee
- I-IV Approximate region of residence

## Academic Invitational Tournaments

Invitational tournaments are listed for academic contests. Not all tournaments have all events. Check with the contest director. UIL officials do not maintain information other than what is presented here on invitational tournaments.

### 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*

continued on page 8





### IN THE SPOTLIGHT

Nathan Clark plays Eddie in *Conversations with My Father* performed by Gregory-Portland High School in last year's State One-Act Play Contest.

continued from page 7

your students; send it to your parents; post it on your callboard; and copy it for your administration. You might be wise to summarize it for your zone/district programs. Everyone involved in OAP at any level and in any capacity is responsible for following these rules. OAP directors have the central responsibility for the educational process surrounding OAP preparation and the contest experience. There were fewer behavioral problems last year, the first year of enforcement. It must have helped.

Those of you who missed the set deadline must of necessity believe that "less is best." Eliminate physical descriptions and stage directions and look for legal ways to create those things which are "without which an approved play cannot be produced." The OAP credo should be "the sets should be spare, the props should be necessary, the lighting should be suggestive – blending scenes together, and the transitions should be quick, with perhaps not-readily-identifiable music, sound, or action appropriate to the dramatic moment."

### Safety

The final thought in designing and using all physical elements should be safety. If there is potential danger, don't use it. Unit set elements clamped in any fashion which damages the element should not be tolerated. The offending company is responsible for repair or replacement. The company that damages any part of the basic set (unit set, sound, lighting, drapery, etc.) or any site facility is liable for improper usage.

Is it legal for company members backstage to send verbal and/or physical signals to onstage performers if the show is running long or about to run overtime? Review Section 1033(c)(2)(G) Prompting. In such cases contest managers are required to enforce (2) Contest Play Eligibility.

Directors should support critic judge preparation by providing contest managers with original published scripts that show cuts. Contest managers should be responsible for collecting and forwarding.

### No rule changes

No changes have been made in the sets and props or time-limit rules. Any proposed changes will be reported next month, reviewed by the UIL Academic Committee in June and by the Legislative Council in October. Approved changes (if any) cannot become effective until August 1999.

## Invitational Tournaments

CONTINUED FROM  
PAGE 6

### 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

### Livingston HS

Feb. 14  
Louanna Price  
409/328-2240  
fax: 409/328-2230  
All UIL events except CX.

### Tarleton State University (Stephenville)

Feb. 14  
Beth Riggs  
254-968-9171  
fax: 254-968-9534  
Calculator Applications, Number Sense, Math and Science

### 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

### Brenham HS

March 7  
Beth Dusek  
409/277-6570  
ext. 1450  
fax: 409/277-6544  
All academic and speech events except CX

## Conflict matrix permits planning

Each year, we receive letters similar to the following.

Dear Sir:

I am facing a dilemma concerning the UIL academics meet on April 4. I compete in both Current Issues & Events (CI&E) and Poetry Interpretation, but the information sent to the schools concerned said that there is a scheduling conflict and that I will have to choose. Is there any way that I can compete in both? I would appreciate any answer you give me, it doesn't matter what the answer is. Thank you.

• And:

I am writing in regards to the UIL Academic competition. I am a senior at \_\_\_ High School and have participated in UIL since I was a freshman and have advanced to state for three years. I compete in Spelling/Vocabulary and this year I have an interest in Accounting, but the events conflict. I plan to pursue a career in accounting, therefore I feel that it is important to be involved in the competition for experience as well as scholarship opportunities. Although, my success in Spelling/Vocabulary inhibits me in this decision. I would like to know if there is any possible way to compete in both events.

This is very important to me and I would appreciate any assistance you would give me.

• To which we respond:

Current events/spelling and poetry interpretation/accounting conflict in the academic conflict pattern, which we've used now for several years. It exists because it is impossible for every student to compete in every event. It's a matter of too many contests and not enough time, given that your school doesn't want and/or can't afford to send you to Lubbock or Huntsville or wherever for three or four days.

Nor can the regional site afford to relinquish its campus for a week so that every kid can compete in every contest he or she so desires. Most host the academic regional meet on Saturday.

Certainly, your district may arrange contests so that you could compete in both CI&E and poetry interpretation, but should you qualify for region, you would have to choose. Regions follow the conflict pattern strictly with no exceptions.

I realize this causes you a dilemma, but in the big picture, it saves students hundreds of conflicts because everyone knows going in which contests conflict with others.

## Academic rules promote flexibility

- The League has no residence rule for academics. Students must be full-time students who are in regular attendance but their parents or guardians need not reside in the same attendance zone. Students need only be in regular attendance at their respective school.
- The League has no rules regarding part-time coaches for academics except in one-act play.

An academic coach need not be an employee of the school, although it is certainly encouraged. The director of the one-act play must be a full-time employee of the school.

- The League has no amateur rule for academics. The awards rule does apply but only for activities that count toward UIL district standing. Thus, a student may win a Buick in a local essay-writing competition and retain eligibility for UIL ready writing and all other League contests.
- We're hosting an invitational meet and have received several telephone calls from coaches wanting to know if it's permissible for them to take copies of the test home with them. Is it? It is permissible, though we'd rather that they not, especially if the meet is held on the first weekend of the four-week period during which Invitational A materials are being used.
- The eight-hour rules applies to academics as does no-pass, no-play.
- Does the UIL require that a student be in a class to participate in a UIL contest? No. Does it require that students be a member of a club in order to participate in a UIL contest? No.
- Is it permissible to use balloons at academic competitions? Yes. The no-balloon restriction applies to outdoor athletic events only.
- We are hosting the district academic meet on a Friday. How early can we start? As early as you like. Neither the Texas Education Agency nor the League have rules governing this.

## Debate topics given for spring, next year

The Lincoln Douglas resolution for January through May, 1998 is

RESOLVED: Influence of the media undermines justice in American criminal proceedings.

The '98-'99 national topic for CX debate is  
RESOLVED: That the United States should substantially change its foreign policy toward Russia.

The complete set of topics and other information on UIL speech and debate is available on the UIL Web site at [www.utexas.edu/admin/UIL/](http://www.utexas.edu/admin/UIL/).

## Use caution when citing Internet

Until the UIL ad hoc committee on the Internet renders a recommendation for debate citations, follow the standards of the Modern Language Association, which have been adopted as citation standards by the National Forensic League. *The MLA Handbook for Writers of Research Papers, Fourth Edition*, by Joseph Gibaldi, provides these guidelines. The rules for evidence in the C&CR remain in effect as written, but the *MLA Handbook* gives specific guidelines for electronically retrieved material.

For prose and poetry, remember that all selections must be published material. If you find a selection on the Web, be sure to secure the publisher's copyright citation, since the literature must have been published concurrently in hard copy.



Wrestling begins in fall; basketball coaches concerned with over-involvement

# UIL makes exception to jersey rule

A few notes regarding some of our athletic activities as we begin 1998.

## Football

Congratulations to the eight schools and their coaches crowned in December as state champions for the 1997 season. There were 376 games played during the six week playoff period. Initially 384 team out of 1,063 qualified for the playoffs.

The 1998 football season ushers in three teams to the playoffs for all conferences (if approved by the State Board of Education) except Conference A eleven and six-man football. Ten champions will be crowned in December. The playoffs will begin with 448 qualifiers which is 41 percent of the 1,075 football playing schools.

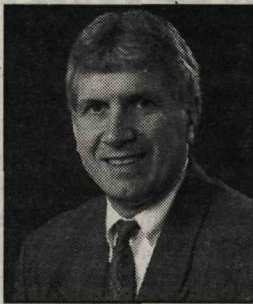
Football teams choosing to schedule games on the earliest playing date of Aug. 27, 1998, should be reminded of scrimmage and playing date regulations. No team or student shall participate in more than one interschool football scrimmage during any given period of five calendar days, prior to the playing of the first football game.

## Football jerseys

The UIL has made an exception to NCAA football rule FR 28 regarding length of football jerseys. The rule was passed to require the jersey to be full-length and tucked into the pants beginning Aug. 1, 1999.

The UIL exception keeps the present rule in place for future seasons. The jersey must be long enough to reach the top of the pants and must be tucked in if longer. If an undershirt extends below the top of the pants, it must be tucked into the pants.

This exception is necessary because of the safety factor and the additional costs for new and longer jerseys. The UIL staff as well as many trainers believe that the longer jerseys tucked in may cause heat problems for athletes. Also the cost of buying new jerseys for 1999 would not be cost effective.



**Dr. Charles Breithaupt**  
Athletic Director

## Wrestling

Wrestling will be an UIL activity for the 1998-99 school year. We are in the process of putting together a wrestling plan for the schools in Texas. The frame work is in place and the dates for the season, which are tentative at this time, have been established.

Wrestling practice outside of the school day can begin with the first day of school. Dual meets (when there is no loss of school time) can begin at this time as well. As with all other UIL activities schools are limited, by state law, to one contest during the school week, which runs from the beginning school Monday to the end of school Friday. The date for beginning competition in invitational tournaments is Nov. 9, 1998.

The structure of the playoff system has also been a topic of discussion around the state. At this time, the UIL is looking for a site for the state individual championships in the Austin area. The tentative date for the first UIL State individual wrestling championships is Feb. 19-20, 1999. Depending on site availability, this date could change.

The state individual meet will be a 16-wrestler bracket. The method of advancement from the district to regional and from regional to state will be determined by the number of schools participating in the UIL Wrestling Plan. At present there are approximately 125 public schools with either a wrestling team or club. Once schools have returned their acceptance forms for the 1998-99 school year, a wrestling district alignment will be produced. Like our other activities, schools will be grouped geographically into competitive districts. There will be only one conference for all wrestling schools and it will be designated as AAAAA.

## Basketball

Basketball coaches are expressing concern with non-school participation in their sport. The loss of the concurrent play rule two years ago has had a negative effect on school play.

Coaches are encountering more problems than before because of the elitism some non-school participation has created. For example, a student on a non-school team who flies to Las Vegas to a tournament, wears fancy uniforms, and eats unlimited meals

is disappointed if when the school season begins he is not treated in the same manner.

Even more problematic is the issue of playing time. A girl who plays all summer and is allowed to free-lance and not forced to comply with a disciplined system is unhappy with the school coach who runs a structured system.

Part of the problem with too much non-school play is the fatigue factor. Players who have played year round with students from their own school are probably not as fresh and as open to suggestions from a school coach during the time it is most important—district play.

Many contend that non-school programs can often be more attractive than school programs because there are fewer restrictions. The flip side is that too much of a good thing is not healthy. Balance again is the key. It is one thing to like chocolate cake, but to have it every day makes it less enticing.

Basketball coaches are realizing how unhealthy it can be for a player to play too much basketball in the off-season. A player who plays 50-100 games in the off-season will not be as enthusiastic about school basketball in January and February. Coaches must continue to educate players on the negative impact of over saturation. Coaches should work to ensure players are having fun in the off-season. Working hard to improve is one thing, but an insistence on too much competitive play can prove to be harmful to student-athletes.

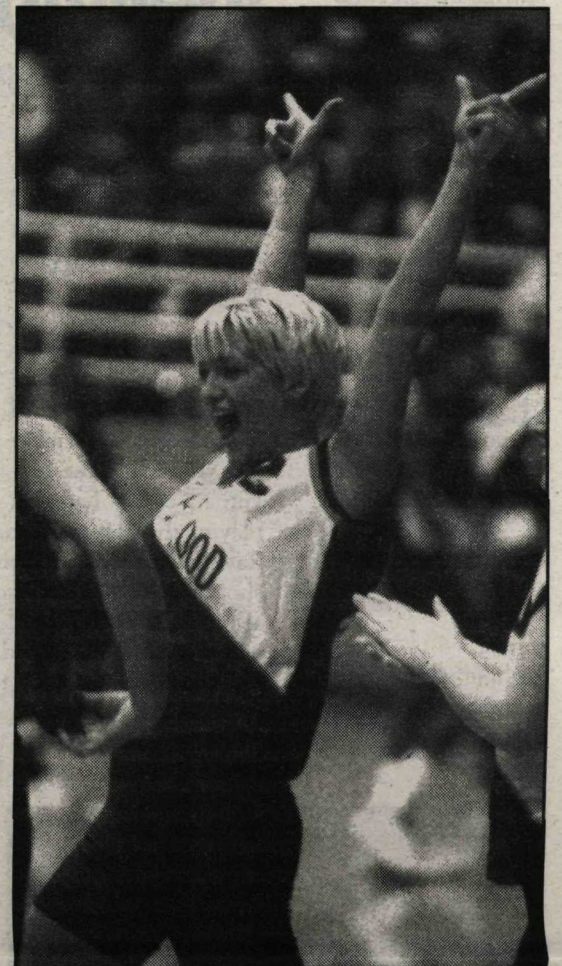
## Wilson to sponsor receptions during tourney

On March 5, from 5-7 p.m., and March 13, from 4:30-6:30 p.m., Wilson Sporting Goods, in conjunction with the UIL, Converse, the Austin Convention and Visitor's Bureau, and the Greater Austin Sports Foundation, will sponsor a UIL high school coaches reception at Austin Saengerrunde Halle (next to Scholz's Garden at 1607 San Jacinto Street).

## Realignment results available on Web

The UIL staff completed the arduous task of aligning the schools in Texas and will announce the realignment Feb. 2. The results will be available through the region service centers and on the UIL Web site: [www.utexas.edu/admin/uil/](http://www.utexas.edu/admin/uil/). Results will not be available before that time.

There will be 210-215 schools in 32 5A districts, down from 229 this year. A total of 1,210 schools went through the process.



## REJOICE

Players from Midland Greenwood react after beating Queen City 15-13 in the volleyball state 3A semi-finals. Greenwood lost to Bellville in the finals. For complete results, check out the UIL Home Page at [www.utexas.edu/admin/uil/](http://www.utexas.edu/admin/uil/).

# Schools to decide core courses

In a major change in the NCAA Initial-Eligibility Clearinghouse process, high schools now will be responsible for determining which of their courses meet the NCAA core-course requirements for a student-athlete's initial eligibility as a freshman at an NCAA Division I institution.

The NCAA Division I Board of Directors, during its meeting Jan. 13 in Atlanta, agreed to return the Clearinghouse to its original function by accepting the basic premise that high school administrators and counselors are in the best position to evaluate their school's course offerings beginning this spring.

The process of determining if courses meet the requirements currently is done by the NCAA's Initial-Eligibility Clearinghouse, which receives course titles sent in by the high school and then determines whether incoming freshmen are academically eligible to compete in athletics.

The amount of time that the Clearinghouse devoted to the evaluation of high school courses continued to increase, which caused numerous delays

in the approval process. In addition, since the Clearinghouse's primary means of evaluation was based on course titles, many courses were rejected based simply on unusual wording.

"Obviously, we are very pleased with this action and are very appreciative that the NCAA has listened to the high school community and chosen to return this process to high school principals and counselors," said Robert F. Kanaby, Executive Director of the National Federation of State High School Associations. "Since the Clearinghouse was started in 1993, high schools across the country have experienced many frustrations with the process."

The signature of the high school principal will attest that the courses submitted satisfy the core-course requirements, which the Clearinghouse will verify. This change in procedure does not reflect any changes in initial-eligibility standards. All courses submitted by the high school principal for core courses must continue to meet the standard of 75 percent instructional content in the subject area.



District alignments will be announced Feb. 2. Check the UIL's Home Page at [www.utexas.edu/admin/uil/](http://www.utexas.edu/admin/uil/).



**PUBLIC REPRIMANDS**

**SOCCER**  
Jason Ceyanes, Dickinson

**BASKETBALL**  
Kevin Bohls, El Paso Burges  
Bob Colon, Corpus Christi Miller  
Trevia Cyrus, Houston Welch Middle School  
Shelia Davis, Dallas Adams  
Lee Hafley, Strawn  
Daniel Hinojosa, Amarillo Bowie  
Larry Hood, Pasadena Rayburn  
Kyna Massey, Sulphur Springs  
Phillip Moore, Mineola  
Raul Mendoza, Valley View Junior High  
Pat Munoz, Hawley  
Steve Myatt, Gruver  
Valerie Soistman, Sweeny  
Hubert Sthran, Duncanville Reed Middle School  
Jefferson Teague, Tolar  
Tommy Thompson, Abilene Cooper  
Juan Villarreal, Reagan County  
Mike Whalen, Harlingen Coakley Middle School  
James White, Houston Cullen Middle School  
Wade Wilson, Banquete

**BASEBALL**  
Herman Johnson, Dallas Jefferson  
Gary Key, Galveston Ball

**SOFTBALL**  
Amy Coulter, Alvarado

**FOOTBALL**  
Jesus Baez, Port Isabel JH  
Lance Murphy, Baytown Mann MS

# Students who move for athletic purposes ineligible for UIL athletic competition

**SON:** "Hey Dad, did you forget to tell me something? Did you get a new job? Win the lottery? There's a moving truck in our driveway. What's going on?"

**DAD:** "I got to thinking maybe you should be playing tailback instead of wideout. Remember last year when the basketball coach had you playing the post position. I felt all along you should have been playing on the perimeter so you could showcase your talent. If you are going to get a college scholarship or make all district you have to play where you are supposed to not where the coach thinks you are supposed to play."

"Now son, I know you didn't want me to do this, but I went and talked to the coaches at your school. From what they indicated to me you are still going to play wideout in football and they are not real sure about you playing on the perimeter in basketball. So your mother and I have made a decision - we're moving!"



**Rex Spain**

Assistant Athletic Director

"There's a school just down the road that has a proven athletic program for the past few years and they compete in a lower classification than your current school. I figure you will get to play more there and become the star I know you are capable of becoming. Besides son, we won't have to put up with all those rules from your coaches any longer. I just know this will make you happier. So why don't you run upstairs and pack."

**SON:** "I knew you and Mom would finally come around to my way of

thinking. I have been telling you for an entire year those coaches at the school did not realize my true talent."

**Story too familiar**

I bet if you are a coach, a principal, a superintendent or a district executive committee member, you have heard of this sort of thing. The question is, what do you do about it?

As with most situations, the first step is identifying the problems. This is not a simple failure to communicate. It's a violation of the rule prohibiting moving for athletic purposes.

Parents, students, coaches, administrators and district executive committees may be surprised to find out that even if parents move into a particular district, the student athlete could still be found ineli-

gible for varsity competition if it is determined that they moved for athletic purposes. If a student moves for athletic purposes, no other factors, such as residence, should be considered. The student is ineligible.

The district executive committee is to determine whether or not a student has changed schools for athletic purposes when considering each transfer student. Students who change schools for athletic purposes are ineligible to compete in varsity League athletic contest(s) at the school into which they move for at least one calendar year. It is the district executive committee's responsibility to determine when or if a student who moves for athletic purposes becomes eligible.

Some common indicators committees should include, but are not limited to determining if:

- a. the student was recruited;
- b. the student was in good standing in the previous school, either academically or in a sports program;
- c. the student was unhappy with a coach in the previous school;
- d. the student played on a non-school team and is transferring to the school where the non-school team coach, or a relative of the school coach, is the school coach;
- e. the student, or a parent or guardian, or an adult with whom the student resides, is dissatisfied with the student's position or the amount of playing time which he or she receives;
- f. the student, or parent or guardian, or an adult with whom the student resides, has a problem with a coach at either a personal or professional level;
- g. the student, parent or guardian, or an adult with whom the student resides seeks relief from conflict with the philosophy or action of administrator or teacher relating to sports;
- h. the student, or parent or an adult with whom the student resides seeks to avoid or nullify the effect of action by the previous school relating to sports eligibility;
- i. there is no team in the particular sport at the school from which the student has transferred;
- j. the student follows his/her coach to another school to which the coach has transferred;
- k. the student, or parent or guardian, or an adult with whom the student resides desires that the student play on a less successful or lower profile team to be ranked higher among the players on that team;
- l. the student, or a parent or guardian, or an adult with whom the student resides, desires that the student play on a more successful or higher profile team to gain a higher level of competition and/or more exposure to college scouts;
- m. the student moves with one parent, or guardian, or one or more siblings into a rented residence in the new school district, especially where the student and/or parent, guardian, or sibling returns to the family home in the evening or on weekends;
- n. the student, or parent or guardian, or adult with whom the student resides seeks out or is approached by athletic personnel at the transferee school.

School personnel and district executive committees should pay close attention to item (e) in Section 443 of the *Constitution and Contest Rules*

which states: An individual is presumed to have changed schools for athletic purposes if he or she represented his or her former school in a varsity or subvarsity League athletic contest or an athletic contest similar to one offered by the League in grades 9-12 the previous or current school year until:

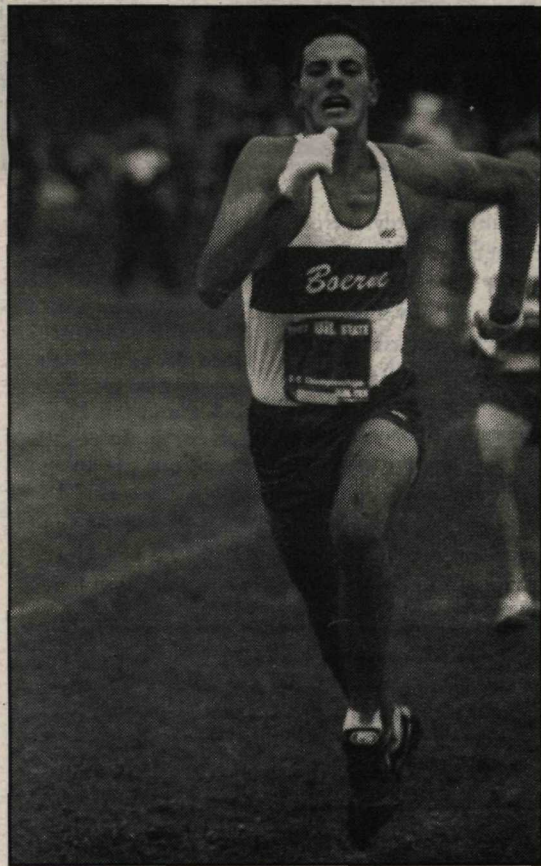
1. the student's parents change their residence to the new school or attendance zone;
2. the superintendent (or designated administrator) and principal and/or coach of the previous school (only from a school within Texas, New Mexico, Oklahoma, Arkansas, Louisiana or Mexico) sign a Previous Athletic Participation Form (PAPF) stating that the student was not recruited to the new school and did not change schools or attendance zones for athletic purposes;
3. the superintendent (or designated administrator) of the new school signs a PAPF stating that the student was not recruited and is not moving for athletic purposes;
4. the parents sign a PAPF either in front of the new school's administrator or a notary public stating that they reside in the new school district or attendance zone and the change was not made for their child's athletic purposes; and
5. the district executive committee approves the completed PAPF.

The district executive committee should pay close attention to Section I and III of the PAPF. In Section I if any of the first four questions are answered "yes" and/or the answer to question five "no," red flags, bells and whistles should be sounding off loudly that something is probably amiss with this situation. Further, if Section III, in questions A, B, C or D indicate a "yes" response, those same flags and whistles should be sounding to indicate there is a problem.

The PAPF form sometimes presents a dilemma for some coaches and administrators. District executive committees should never be surprised at the lengths that some folks will go to get what they want. In some cases these forms are signed by coaches, parents and administrators knowing there is a problem with a player or parent. When this happens, coaches and administrators are simply moving the problem down the road. However, by ridding themselves of the problem they have created a new problem in the receiving district.

The receiving district executive committee *must* now make a tough decision and declare the student ineligible for varsity athletics for a period of at least one calendar year. At this juncture the player and parent(s) have a decision to make for themselves. They can remain ineligible in their new district for at least one calendar year or return to their former district where they will have to sit out of varsity competition for a much shorter period of time. If these actions are not taken by the district executive committees, the entire system which member schools have for determining a student's eligibility is placed in jeopardy. As district executive committees, coaches and administrators can correct the problem which currently exists if they will take a moment and review all of the facts in the situation and complete the necessary paper work accurately, courageously and honestly.

Setting aside this rule will ultimately doom the ability of member schools to participate on a level playing field. Each and every school in the UIL



**FINAL RUN**

With a time of 17:06, Blake Yeager from Boerne High School competes in the state cross country meet. Yeager placed 14th out of the 107 runners in the 4A competition. His team placed third. El Paso High School placed first. For complete results check out the UIL Home Page at [www.utexas.edu/admin/uil/](http://www.utexas.edu/admin/uil/).



## Core committees appointed Music list revisions in planning stages

In many ways it is difficult to believe that it is time once again to begin the monumental task of revising our UIL Prescribed Music List. It seems like only yesterday that the committee members responsible for the current edition began the perusal of thousands of compositions and the study of page after page of scores in an effort to revise, refine and expand the listings that are found in the current edition. The members of these committees did an outstanding job and the current PML is considered by many to be the most comprehensive and of the highest quality in the history of the publication.

The process begins again. The core committees have been appointed and charged with the responsibility of developing the edition of the PML that will be in effect from 1999 to 2003. During the coming months your colleagues on these committees will be soliciting input from directors, private teachers and university studio professors throughout the state as they determine what compositions should be added to the existing lists. In addition, decisions will be made regarding the deletion of titles and the reassignment of selections to more appropriate performance levels of lesser or greater difficulty. The goal of the committees is to create a list that is as comprehensive as possible yet representative of the finest music available for the music students of Texas—no small task considering the diversity of our state and the broad range of music programs that the PML must serve.

Do you have a voice in this process? Absolutely. Elsewhere on this page you will find a listing of the core committee members. Obviously this group of dedicated people cannot do the job alone. They need your help and they want to hear from you. If you know of specific repertoire that you feel is of a quality that merits inclusion on the new list, submit it. If you have concerns about segments of the list that you perceive to be deficient please share them. And, if you have suggestions for the solo and ensemble list they would be welcome as well. In any case a score and recording, if available, would facilitate the process. Together we can work to create a list of repertoire that represents the highest quality music available for the education and enjoyment of our students.

As we collectively move forward with this process I urge you to read the article which accompanies this column. It was written several years ago to address the importance of choosing quality repertoire for our students. Ponder its message as you choose music for your students and provide input to the members of the PML revision committees. Above all remember that we have no greater responsibility than music selection nor does anything we do speak more strongly as to the quality, mission and focus of our music programs than the music we elect to program.

### ON THE BEAT

**Coppell High School Drum Major Porter Bayne directs his band during the 4A State Marching Contest finals held at Baylor University. Coppell's show featured "Rocky Point Holiday," "Sonoran Desert Holiday," and "Passacalia." The Coppell Band, directed by Scott Mason, placed fourth in the state.**



### PML Committees

#### Band

Cindy Bulloch, chair .. Nimitz Junior HS  
Barry Johnson ..... Lamar University  
Brad Kent ..... Lewisville HS  
Jon Locke ..... Frenship HS  
Trent Cooper ..... League City Intermediate  
Lynne Jackson ..... Pearce HS  
George Strickland ..... Glen Rose HS

#### Orchestra

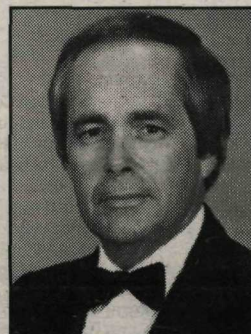
Elizabeth Brady, chair Austin HS  
Kathleen DeBerry ..... Plano Sr. HS  
Stanley Oakes ..... Parkview Intermediate  
David McCutchan ..... Brazoswood HS  
Dorothy Wells ..... Bradley Middle School

#### Vocal

Jan Juneau, chair ..... Klein HS  
Deidre Douglas ..... Labay Junior HS  
Barbara Perkins ..... Abilene Cooper HS  
Jo Scurlock-Dillard .... MacArthur HS  
Tommy Haygood ..... Killeen HS

## Music selection critical

Some years ago I read a quote from Zoltan Kodaly that has had a lasting impression on me. It went something like this: "Children should be taught with only the most musically valuable material. For the young, only the best is good enough. They should be led to masterpieces by means of masterpieces." There is no argument that this is a



**Richard Floyd**

Music Director

lofty statement, and I am quite certain that Kodaly did not have the school bands, choirs and orchestras of America in mind when he made it. Yet the message is clear, worthy of discussion and certainly contains a challenge for anyone charged with the responsibility of making decisions about programming for performance organizations in our school music programs.

Please read on before you accuse me of being in an ivory tower and insensitive to the day-to-day problems that impact upon the music selection process. I know all too well the many external forces that affect our choice of music. I also realize that by the time one pauses to ponder the possible selections that might be appropriate for a particular group and the specific performance situation at hand much energy has been drained by fund raising, scheduling frustrations, marching season, countless auditions, a never-ending string of busy Saturdays and the ever-present array of paperwork.

Yet each band, orchestra and choir director must recognize the fact that music selection has to be one of the most important decisions that is made throughout the year. For the English or math teacher the choice is made for them. There is a text that must be used. In music one enjoys the luxury and challenge of selecting the "subject matter" for each performance class. This choice offers great options and even greater responsibilities since the musical growth of the students is dependent upon the decisions made by their director.

We all would agree that the goals and aspirations a conductor has for his groups will affect greatly the choice of literature. Doing well at contest will perhaps dictate the selection of a certain kind of music. "Pleasing the parents" might require a different ap-

proach. "Keeping the students happy" could possibly motivate the director to elect a third alternative. Choices are further justified with statements such as "that's really the only kind of music my kids like to play and it is easier to get them to work on it" or "that tune is a safe piece for contest." The list of rationale is endless. Under certain circumstances any of these justifications can be valid if, in the final analysis, the musical growth of the students remains a high priority.

The challenge is simple yet an overwhelming task. We must utilize the best music possible, not yield to the temptation of always programming what will win, entertain or be popular. At the same time, if we select worthy works we must budget the time to make sure students are aware of the importance of the compositions being prepared and not be concerned only with the notes in their parts. If the student goes to contest and only remembers the hours it took in practice, how many times his director lost his temper or the number of groups that his group "beat" by preparing that particular work then we must accept the fact that it is very likely little musical growth or learning took place. In our current academic climate how can we run the risk of not providing real learning for our students?

What to do? Remember that no one can make the judgment but you and no one can be held accountable but you. Accept the fact that no selection is perfect or all-serving. Know that a steady diet of just pieces on a prescribed music list will not assure musical development. Resist the temptation of playing the latest clone of last year's most popular selection. Avoid the pitfall of confusing technical achievement ("This is the hardest piece the Marina Junior High Orchestra has ever played.") with comprehensive musical experiences. Select compositions, be they folk-song collections, transcriptions, arrangements or original works, that offer you the opportunity to explore worthy musical objectives with your students.

Above all, remember that the music education of your students and the real success of your ensembles is dependent upon how well you meet the challenge of providing appropriate repertoire. Furthermore, the music you choose to bring into the classroom or rehearsal hall will clearly reflect the depth, quality and integrity of your music program and your priorities as a music educator.



## ARLINGTON HEIGHTS HS

The State Executive Committee issued a public reprimand to Mr. Ed Koester, head football coach at Arlington Heights High School, put him on probation through Nov. 11, 1999, and suspended him from the play-off games this school year and the first two football games of 1998-99, for violating summer practice rules and open gym rules. The committee also issued a public reprimand to Arlington Heights High School, put the school on probation in all UIL activities through Nov. 11, 1998, asked the administration to submit a plan to the UIL staff addressing measures that will be taken to ensure that UIL rules are not violated.

## ROUND ROCK WESTWOOD HS

The State Executive Committee suspended two Round Rock Westwood High School student representatives from the first tennis tournament of the spring semester, and suspended a third student representative from the first two tennis tournaments of the spring semester, for unsportsmanlike conduct, a violation of the Athletic Code. The committee commended the administration, athletic director, and tennis coach of Round Rock Westwood High School for their swift action.

## DALLAS MADISON HS

The State Executive Committee issued a public reprimand and probation through Nov. 11, 1998, to Mr. Sam West, Dallas Madison High School, for knowingly allowing an ineligible participant to play in a pre-season football game.

## NORTH LAMAR HIGH SCHOOL

The State Executive Committee upheld the ruling of the District 15 AAAA Executive Committee finding a North Lamar High School student ineligible according to the parent residence rule. The committee forfeited the game North Lamar won.

## ACCOUNTING

In accordance with section 920 of the *Constitution and Contest Rules*, the following calculators are also approved for use in the high school accounting competition: Unisonic LC1435, Unisonic LC1299X, Sharp VX-2128R and Sharp VX-2126H.

## 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 Flores, Del Rio High School, for violation of state law (no pass, no play) and placed him on probation through Sept. 1, 1998.

## DALLAS SAMUELL HS

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

## 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 Cloudt 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.

## 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.

## 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.

## DIBOLL ISD

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

## 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.

## 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.

## MATHIS HS

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

## LITERARY CRITICISM

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

## HOUSTON LAMAR HS

The State Executive Committee suspended Mr. Victor Aguilar, formerly of Houston Lamar High School, from all UIL activities through August 21, 1999, for violation of eligibility rules.

## DALLAS HOOD MS

The State Executive Committee issued a public reprimand to Mr. Max Tunnell, Dallas Hood Middle School, and placed him on probation through Aug. 21, 1998, for violation of music regulations (Section 1110).

## SAN AUGUSTINE HS

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

## BASTROP HS

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

## ENNIS ISD

The State Executive Committee put a student participant on probation through Jan. 21, 2000 for abusing a game official during a basketball game.

## 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.

## QUINLAN & 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.

## 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.

## 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 jammed in boxes with the holiday decorations. 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.

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