

The end of the school year also brings a myriad of athletic state championships in everything from basketball to swimming. In May, champions will be determined in track, golf, tennis, softball and, in June, baseball.



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UNIVERSITY INTERSCHOLASTIC LEAGUE

Leaguer

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UNDER CONSTRUCTION

UIL scheduled to move into new building in late June

Anyone who has been around the UIL for any length of time remembers the building at 2622 Wichita. Stairs that moaned. File cabinets in the bathroom. (There was no place else.) And storage and mailing services in what used to be the dining hall for a sorority. In short, the building had about 10,000 square feet of usable space.

Chicago-area journalism instructor Wayne Brasler even said, during a summer workshop visit, that it was haunted.

And that was an improvement over the previous facilities.

If all goes as scheduled, however, the UIL will be moving from temporary space off campus into a new building near Disch-Falk Field this June.

"(The UIL) has never been housed in a facility that was designed to meet the needs of the organization or the needs of the schools," Richard Floyd, director of music and one of the staff members who worked with every step of the building process.

That will change with the new building, the first built under a master plan established by The University of Texas, with some 30,000 feet of usable space.

"This building is all about space," said Project Coordinator Vicki Bryant.

"There will be dedicated work space for all contest preparation, conference rooms, counter space, a covered loading dock, storage and a state-of-the-art communication network," Floyd said, adding that not all the space will be filled immediately. "The floor plan is designed so that each department can function in harmony with itself with a much higher level of efficiency.

"Planning for growth was a very high priority."



Article and photos by Bradley Wilson

Managing Editor

LOCATION

About one block east of IH35 on Manor Rd

EXPECTED OCCUPANCY

Third week in June

HIGHLIGHTS

Meeting rooms
Storage space
New phone system

Because Lake Austin Center, an office building off campus has no meeting space, the UIL rents rooms in area hotels for committee meetings.

"The new building will result in a net savings to schools," Floyd said. All committee meetings, including meetings of the Waiver Review Board and State Executive Committee, will be held at the new building. Only the Legislative Council meeting held in the fall will require larger space.

In addition, voice mail and a faster connection to the Internet and to the university's network will make it easier for teachers and administrators to contact UIL staff members.

Although the new building is east of IH-35, near UT Printing and the Physical Plant headquarters, the building's proximity to the main campus will save staff members considerable time and will allow them to work more closely with the faculty and staff on campus.

It will also allow for items stored in North Austin at the J. J. Pickle Research Center to be stored on-site, saving in transportation and storage costs, and for the drama department, currently occupying office space under the McCullough Theatre on campus, to be located with the rest of the academic department.

The process to build a UIL building began in 1989 as The University made plans to create a new Student Services Building (now located on Dean Keeton St.) requiring the relocation of departments that would be displaced by that construction. The process wasn't always smooth.

The final site for the \$3.2 million building was the fourth site for which university architects and staff members developed at least partial plans. Sev-

eral changes in university priorities, including the construction of a softball stadium, necessitated moving the building to different places and modifying plans. In addition, changes from a two-story building to a four-story building with three floors of office space and one floor for equipment, meant more space had to be devoted to stairways, restrooms and other common areas driving up the cost of the building.

"We spent both time and money looking at the different sites," Bryant said pointing out that plans for the first site were started in 1993 when the Legislative Council approved a total project cost of \$3.2 million. The building was funded through reserves on hand and \$200/year from each school's membership fees.

University and UIL staff members worked closely with residents in the local area and with architects to ensure that the building fit into the area and fit within the goals outlined by The University's master building plan.

"In terms of quality of construction and architectural plans, our building was a test of the master planning scheme," Floyd said. "At every juncture, from selection of the brick outside to the tile inside, there had to be dialogue with the creators of the master plan."

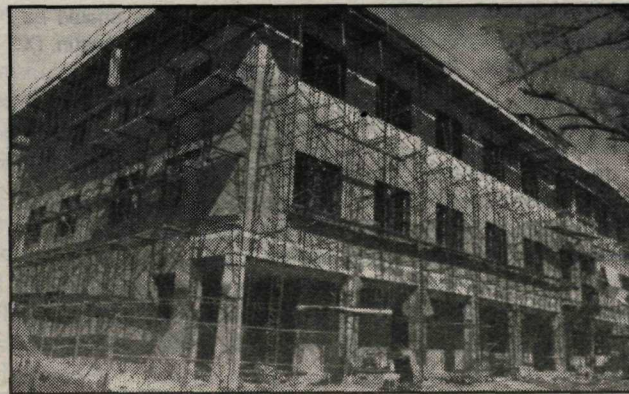
Bryant said every aspect of the new UIL building including its location and neutral-colored brick with green accent tile is very much in line with the plan.

"In the grand scheme of things, UT's plan is to move the service-related departments east of the interstate."

East or west of the interstate, the new building will allow the UIL to better serve the schools. And it won't have file cabinets in the bathroom.

GROUND UP

Construction began for the new UIL building late last January. It is scheduled to be complete sometime in May and staff members plan to move in late June after The University has completed its work on the building including safety inspections.



MATERIALS

According to the architect, the building uses 25,000 cubic feet of structural concrete, 195 tons of structural steel and 102,641 bricks.

Administrators elect new council members

School administrators elected eight new Legislative Council members to replace members whose terms had expired or who had resigned.

Region	Member
II-5A	Ron McMichael, superintendent, Longview ISD
I-4A	Paul Whitton, superintendent, Frenship ISD
II-4A	Wayne Pierce, superintendent, Kaufman, ISD
III-3A	Larry Nichols, superintendent, Caldwell ISD
IV-3A	Newell Woolls, superintendent, Hondo ISD
I-2A	Don Gibson, superintendent, Wall ISD
I-1A	Dean Johnson, superintendent, Nazareth ISD
II-1A	Randy Savage, superintendent, Gordon ISD

Members of the Legislative Council include central administrators from each classification and region across the state. Council members meet once in June and once in October to formulate policies governing all activities.

Award nominations due May 15

The UIL has made a commitment to place a greater emphasis on the importance of good sportsmanship. Last year, five high schools in Texas were awarded the first ever State Sportsmanship Award. This year the UIL, in conjunction with Gatorade, plans to recognize five more schools.

Guidelines outlining the selection process and criteria for the award were sent to schools in early April. One school from each district will be nominated who has exemplified outstanding sportsmanship in all activities during the 1997-98 season. District nominees will be forwarded to the UIL office where a committee will review all recommendations and select one champion in each conference. Nomination forms must be received by May 15.

Gatorade will donate \$1,000, a banner and symbolic memento to each of the five champions. Winners will be announced in August.

For more information or a nomination form, contact Rachel Seewald at the UIL office.

'Sometimes defeat is victory in disguise'

As we close another school year, the staff wants to take this opportunity to say a sincere thank you to the countless coaches, sponsors, teachers and administrators who make a positive difference in students' lives every day. We don't recognize that learning occurs during and after the event often enough. Too seldom do students pause to reflect on what participation means to them. While society places too much emphasis on first place, our staff invites you to share one student's thoughts on winning. — Dr. Bill Farney, UIL Director

Reprinted from the Nebraska School Activities Association Bulletin

The following story was written by April Follmer, Grand Island Senior High student, and was published in the high school newspaper. Its message is the essence of school activities.

"Sometimes defeat is victory in disguise." — Author unknown. A week ago, Friday, December 5, marked a greatly anticipated day for me and 42 other people. It was a day which we hoped would come to mean victory, but instead it came to mean much more. The day was District One-Act Play competitions. We were competing against five other schools. In the end, only one would receive the opportunity of going to state. We had been rehearsing our play since October and had spent countless hours trying to polish and perfect it. Our show was difficult, our cast was solid and our style was creative. Everyone involved hoped that the reward for our hard work would be first place.

This, however, was not to be. After all of the schools involved in the competition had performed, we came together for the awards ceremony. I was confident. We had risen to the challenge of district competition. We had performed our show to the best of our ability. The judges began by announcing third place—it was not us. They announced second place—it was not us. Finally, it was the moment that we had all been waiting for. We held our breath in intense anticipation, hoping that the following words would ultimately make us victorious. They announced first place. It was not us.

Suddenly, strong feelings of defeat and disappointment took over me. I had always believed that when you work hard, give your best effort and put your whole self into something, that you would inevi-

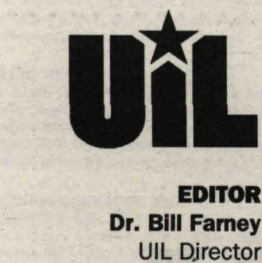
tably find success. I didn't understand what had gone wrong with this philosophy and I was angry. After we solemnly filed onto the bus, our long journey home began, and I had a lot of time to think. I suddenly realized that every defeat in my life had always been accompanied by some type of victory. This situation was no different. We had lost something, but we had gained much more.

Forty-three people had worked toward a common goal. Forty-three people had given of their time and talent. Forty-three people had come together as single individuals and had transformed into one. We had not won, but somehow losing made me understand the beauty of the experience. We do so many things in our lives half-heartedly, only concentrating on the final product. Often we forget that which is of real importance: the experience. The experience is what teaches us. It strengthens us and allows us to grow. That is where the real victory lies. As I looked at myself, I knew that I had not lost. I could still remember a time when the thought of being in front of a crowd of people horrified me. I could remember going to my first audition and never telling the director my name or even getting on the stage because I was too nervous and unsure of myself.

Two years later, on Dec. 5, I performed in front of a full audience and three judges and I had done my best. I had gained confidence and I had grown as a person. In some way, I had won. The judges did not award first place to us, but the hard work that we had put in, the friendships we had made and the memories we had created were things that no one could ever take from us. The stinging pain of defeat would soon be forgotten, but the memory would never fade.

I now know that with every loss there is always a victory. Although sometimes it is hard to find, it is still there. As the 43 of us traveled home on the bus, I discovered the hidden victory in our loss. Though we were all disappointed, we had come together as one, yet again. We did not blame one another. We exchanged kind words and we consoled each other. This was more beautiful than any first place honor could have been. This was real. This was an experience which would be remembered. We had worked together, we had cried together and in the end we had won together.

As the 43 of us traveled home on the bus, I discovered the hidden victory in our loss. We had worked together, we had cried together and in the end we had won together.



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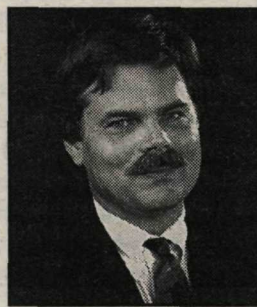
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'What's done is done'

Lessons learned from district competition may result in policy changes

In the aftermath of two weeks of district academic contests, I'm suggesting a new UIL motto: What's done is done.



Bobby Hawthorne
Academic Director

Now, let's survey the wreckage.

- The four-member teams were meant to increase participation at the district level without impacting the regionals.

Since the outset, the rules have been clear: the top three scorers will constitute the team that will advance to the regional meet.

However, most comments we've received go something like this, "Why can't we take all four members to regional. This destroys team unity."

Our regions have reached a saturation point. More students. More tests. More rooms. More contest managers. More judges. We cannot expect them to do more unless they substantially raise fees or the schools themselves assume responsibility for running the contests. Even then, we shouldn't be surprised when several sites bail on us.

- "My students swept the top three places, and my fourth member placed fifth. Is it possible for the fourth member to substitute on the team for one of the top three finishers?"

Only if one of the top three finishers drops out. The top three finishers are the team. If one drops out — and he or she would have to drop out of both individual and team competition — then the alternate could advance.

- "If the fourth member of the team places, may he or she receive a medal or ribbon?" Answer: yes.

"If the fourth member of the team placed, does his or her points count?" Answer: Yes, although each contest at district is capped at 37 points. So in Literary Criticism, if a school places first, third, fourth and sixth in the individual competition, and wins the team competition, the school will receive 37 points, although it really earned 45 points.

- If a student competes in district as an alternate but scores in the top three for the school, does that student advance to regional competition? Answer: yes.

- "What happens when two students tie for the third spot on a team that will advance?" Answer: they both advance unless specific tie-breaking procedures are mandated.

- "Doesn't this give a school with four members an advantage at the next meet?" Answer: yes.

- "What about the 10-day academic entry requirement? We had students showing up right and left who were not on the original entry list. Can anything be done about this?"

Answer: yes. Your district can impose any entry rules it wishes, but I would warn you against going too far. We're dealing with teenagers here. On the day of the meet, some show up. Some don't. They have dental appointments, haircuts, boyfriends, band concerts, bad karma, bad hair, whatever. Bottom line: they bail. So the coach needs to pull in another kid. Having a handful of signed substitute entry forms is quite useful. And remember: the bottom line is to get as many students involved as possible.

- "We like the new open accounting contest but could you go back to the old rules?" No.

"Can we have a separate test for second year accounting students or students taking the test for a

second time?" No.

- "Our district answer key contained several errors. You guys ever hear of quality control?"

Answer: You wanna direct our new sarcasm contest?

We had two major problems: (1) the District 1 spelling contest was written by a first-year director and contained a number of answer key and procedural problems; (2) the District 2 computer science key contained several answer key errors, which is regrettable given that we have two test writers, one proofreader and an overall test director, all of whom should be double-checking the test for accuracy.

We urge judges to take tests with the students to verify the accuracy of the keys, but it's no testament to us that judges must assume that answer key errors exist and they have to find them.

Each year, we receive requests to add new contests, which we will decline until we prove that we can administer the current tests without major or minor meltdowns.

- Why does the League insist on publishing a list of approved calculators for the math, science and accounting contests?

Answer: good question. With so many calculators on the market and more arriving daily, it is impossible to keep up with all of the various series and sub-series. My suggestion: state simply what contestants can't use and don't worry about whether it's a Casio fx-82d or a TI-30SLR+.

For example: in the accounting contest, contestants shall not use programmable calculators or handheld computers. Calculators must be silent, shall not be equipped with a tape and shall not require external wall plugs. They shall not possess built-in features that would enable prerecorded alpha or numeric data to be brought into the contest room.

Now, let the contest directors take it from there. If a girl shows up with a calculator made by Lady Clairol that fits the description, let her use it.

- "Is the accounting contest now open to all students?" Yes.

"Even those who took the test last year?" Yes.

"Even those who are in their third year of high school accounting?" Yes.

"But what if they . . ."

Yes.

- "Aren't journalism students allowed to enter all four contests?"

Yes. We've publicized this in the *Leaguer* and the District Academic Manual.

"But where does it say this in the *C&CR*?" It doesn't. We removed the rule restricting them to three. No rule. No restriction. Still, old habits are hard to break so next year, we'll add a statement that journalism students can enter all four.

- "Can they use a dictionary and/or a thesaurus?" Yes.

"Even one of those electronic dictionaries?" Yes. The rules don't state that it has to be printed and bound.

- "We agree in principle with the conflict pattern but we wondered if it's possible for our student, who qualified in ready writing and number sense, to take the number sense contest and then rush over to ready writing?"

Answer: yes. But here's the catch: you must notify the alternate in ready writing that your student will not be there for the ready writing roll call, and if that alternate is present, then he or she will compete. Failure to notify the alternate, in my opinion, is a violation of the Spring Meet Code. We have urged

1998-99 Literary Criticism Reading List

DRAMA

Julius Caesar by William Shakespeare

Any unabridged edition is acceptable.

ISBN 0-553-21296-6 Bantam (\$3.⁹⁵) or ISBN 0-451-52124-2 Signet Classics (\$3.⁹⁵)

Available through Texas Educational Paperbacks at \$2.⁵⁷

NOVEL

Selected Stories by Flannery O'Connor

Any unabridged edition is acceptable. All 10 of these stories are included in *A Good Man Is Hard To Find and Other Stories* by Flannery O'Connor. ISBN 0-15-636465-4. Harcourt Brace—A Harvest Paperback • 800/831-7799 (\$10) All of the stories in this collection should be read for the Literary Criticism contest. Unabridged printings of the same stories in other collections may be used.

1. "A Good Man Is Hard to Find"
2. "The River"
3. "The Life You Save May Be Your Own"
4. "A Stroke of Good Fortune"
5. "A Temple of the Holy Ghost"
6. "The Artificial Nigger"
7. "A Circle in the Fire"
8. "A Late Encounter with the Enemy"
9. "Good Country People"
10. "The Displaced Person"

POETRY

Selected poems by E. E. Cummings

Any unabridged printing of the poems is acceptable. All of the selected Cummings poems are found in *The Mentor Book of Major American Poets*.

Edited by Oscar Williams and Edwin Honig. Penguin ISBN 4-451-62791-0 (\$7.⁹⁹)

Available through Texas Educational Paperbacks at \$5.¹⁹

1. Spring is like a precious hand
2. darling!because my blood can sing
3. when serpents bargain for the right to squirm
4. I thank you God for most this amazing
5. all business toboggans into know
6. maggie and milly and molly and may
7. so shy shy shy, and with a
8. in time of daffodils (who know
9. if there are any heavens my mother
- (all by herself)ha
10. Mouse)won
11. that melancholy
12. Thanksgiving (1956)
13. whatever's merely willfull
14. stand with your lover on the ending earth
15. I am a little church (no great cathedral)
16. I carry your heart with me(i carry it in,
17. if up's the word; and a world grows greener
18. what if a much of a which of a wind
19. no man, if men are gods; but if god must
20. I sing of Olaf glad and big
21. a man who had fallen among thieves
22. "next to of course god america"
23. anyone lived in a pretty how town
24. pity this monster,manunkind
25. my father moved thorough dooms of love

TEXAS EDUCATIONAL PAPERBACKS ORDERING INFORMATION

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

To order by FAX 1-800-437-7070

To order by mail: 4433 Mint Way, Dallas, Texas 75236

There are no shipping or handling charges. Please prepay orders under \$10.

Authority for test items on literary history and terms: *A Handbook to Literature*, 7th. ed., Prentice Hall, 1996. Edited by C. Hugh Holman and William Harmon. ISBN 0-13-234782-2. This book is available ONLY through Prentice Hall. Call 1-800-350-3693.

regions to strictly enforce the conflict pattern.

- "We have a complaint. Our district needs to schedule ready writing earlier in the day."

Response: your district sets its own schedule. The state office has nothing to do with it, other than require that it start and finish within one week.

- Any heroes in this year's spring meet contests? Yes. Hundreds of them.

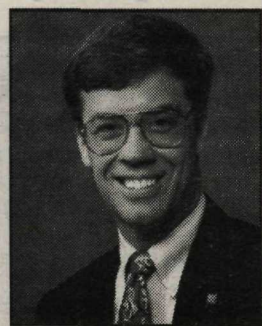
"Any one person come to mind right off the bat?" Yes. Erminie Minard of Alvin, and everyone who knows or works with her understands why.

- "Final comments?"

Of course. Working with Jana Riggins and Bradley Wilson this year has been a treat. Their energy, integrity and professionalism have been a much-needed shot in the arm for the academic department. I've never met two people who worked harder, and they've made this transition year a delight.

Education, competition begin in elementary school; Pay attention to younger grades

I've learned a lot about the elementary and junior high programs in the last few months. But the most important thing I've learned is that they don't get enough attention. Not in school districts. Not in individual schools. Not even at the UIL.



Bradley Wilson
Assistant Academic Director

In case you haven't figured it out, when it comes to interscholastic competition in Texas, the attention is given to athletics. I'd love to see as many photographers and reporters at the academic State Meet in May as I saw at the basketball tournament, but I don't think it's likely to happen. Shooting pictures of another student taking a test just isn't very exciting.

And when someone asks where I work and I tell them UIL, they always start talking about football or basketball. "Oh, UIL does academics too. I didn't know that." Yes, and music too. And the thousands of students who compete in academic and music competitions are a significant part of our student activities, not to be overlooked.

Texas schools should start putting more money and effort into developing the elementary and junior high programs.

To date, there are about 5,300 elementary and junior high schools in our database. About 1,600 of them indicated they would be interested in participating in UIL competition — about one-third. Not bad. But if only one-third of the schools in Texas had a band or a football team, rest-assured, that would be news.

If the desire to compete isn't enough to get students involved, the ability to expand the curriculum should encourage teachers to get students involved. The new edition of the *A+ Handbook*, a handbook for elementary and junior high academic coaches, includes a correlation between the contest and the Texas Essential Knowledge and Skills (TEKS) objectives for each of the UIL competitions, everything from art to storytelling.

Not only can students benefit from learning about teamwork, winning (and losing), time management by competing in any UIL competition (academic, music or athletic), they can expand what they learned in the classroom and apply it. Further, since many of the UIL competitions involve use of higher-order thinking skills, preparing for competition allows students to apply what they've learned outside the classroom.

High school instructors should be leading this crusade. After all, most of the high school competitions have similar competitions in the lower grades. Ready Writing begins in the third grade and is good preparation for any of the writing competitions, especially journalism. Spelling also begins in the third grade and continues through high school. Every high school student I've met could do with a little expansion of their vocabulary. And it's great preparation for college-entrance exams. Math competitions begin in elementary school and helps build a foundation for all of the math/science competitions. And oral reading, beginning in the fourth grade, prepares students for public speaking in any form.

Band, choir and orchestra directors should encourage students to compete in music memory in fifth and sixth grades. They'll be better prepared for choosing an instrument and will have a better appreciation for the different types of music, especially now that we've expanded the competition to include genres of music never before included.

The best part about these competitions is that they're not bogged down in a quagmire of rules and regulations. For elementary and junior high competitions, most of the decision-making power is left up to the local districts. Since there's no advancement past district, there's no need for the myriad of rules that ensure uniformity in the high school competitions. If a district wants to do something, chance are they can—in competitions for students in younger grades. (Of course, there is no way to modify the no-pass, no-play rules. They're based on state law.)

That means that paying attention to elementary and junior high competitions is less time-consuming than learning about high school competitions, just one more reason for schools to create UIL programs at younger grades. But it doesn't mean that there isn't more out there to learn.

Texas schools should start putting more money and effort into developing the elementary and junior high programs. High school instructors should be leading this crusade.

Intermediate dictionary added as source

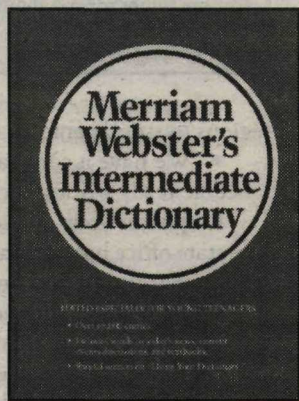
One of the guys on the local news promotes a segment of viewer input by saying, "We're listening." The same is true of the UIL.

The number one complaint about the elementary and junior high competitions has been about the choice of dictionary for the dictionary skills and spelling competitions. "It's too hard to read." "It's got bad words in it." "The words in the definitions are too complicated." Very valid complaints.

However, more than just a few schools went out and paid \$19.⁹⁵ or more for the new dictionaries, the *Merriam Webster's Collegiate Dictionary, tenth edition*, so their students would be using the same book the test writers used in making the test.

Of course, some schools were so adamant that the UIL had made a bad choice, they didn't offer the dictionary skills or spelling contests. Some chose to purchase tests based on other dictionaries.

In an effort to utilize a dictionary that is more appropriate for the elementary and junior high grade levels while making full use of the collegiate dictionary adopted last year (one of the top-selling dictionaries), we have



CHOICES

Both the collegiate dictionary and intermediate dictionary will work for elementary and junior high contests next year.

decided to co-adopt the *Merriam Webster's Intermediate Dictionary* for next year. The tests will be written using both dictionaries and students can use either dictionary to successfully complete the contest materials.

The *Intermediate Dictionary* retails for \$15.⁹⁵ and educators will undoubtedly be able to get a discount through Texas Educational Paperbacks or another supplier, so it should save schools that are purchasing new dictionaries some money.

In the long run, we're working with Merriam-Webster and other publishers to find dictionaries that are appropriate for the grade level and which have a long shelf-life. Representatives from Merriam-Webster will not commit to a date for a new edition of the collegiate dictionary, but news stories report it will be out next year, forcing the UIL to consider other options.

For the maps, graphs and charts competition, we will continue to use the *Nystrom Desk*

Atlas. It as proven very popular and appropriate.

We're listening.

Can I pay my academic coaches?
How much? What are the differences between rules for athletes and rules for academic competitors? **How can I start an elementary/junior high program that will give students preparation for academic competition?** How do I recruit academic coaches and competitors? What rule changes are there this year? Can the booster club give me money to spend on shirts for my academic competitors? How can I get a UIL rule changed? Why can't you fix the conflict pattern? At my invitational tournament, how do I decide what type of awards to give, ribbons, medals, plaques and where do I get them? Who does the UIL answer to? How do I get the Leaguer anyway?

↓
Don't Wait.

Come get the answers.

Academic Coordinator's Workshop

This year's workshop will feature special classes for elementary and junior high coordinators, classes for first-year coordinators and classes for veteran coordinators.

Taught by experts on everything from UIL policy and procedure to coaching athletics, classes are guaranteed to get you prepared for the next school year.

For more information, watch your mail for a brochure and registration form.

Or check out the UIL Web site at <http://www.utexas.edu/admin/UIL/>.

\$40/person until June 1.

JULY 10-11, 1998

Music memory changes

Outside firm to produce curriculum materials, CD

By Mollie Tower

UIL Music Consultant

Eighteen years ago, music teachers across the state joined me in a wonderful experiment to answer a difficult question: Could the students of the 1980's learn to love classical music? The students of the 1920's who had studied classical music through the UIL Music Memory Contest that flourished across the state back then answered this question with loud, positive responses.

By updating the teaching approach in the music memory program to include the visual component of listening tips, we proved that millions of students in the '80s and the '90s still respond positively to the emotional messages communicated through the great masters' works.

The opportunity for students to study pieces of great music literature through the music memory program is about to move to an entirely new level. After teaching nine years and serving as coordinator of choral and general music for 21 years, I retired from Austin ISD this past December. I am now dividing my time between two special projects: author/consultant for the Glencoe Publishing Company on that company's new textbook series, "Choral Connections;" and working as an author/consultant for Arts Education IDEAS (Inventive Designs for Education and the Arts) Publishing and Consulting Company.

Sue Snyder, president of Arts Education IDEAS, is the senior author of both *Music and You* and *Share the Music*, both published by Macmillan/McGraw Hill. She is also the scholar-in-residence for the Connecticut State Department of Education. We will be working with a team of teachers and consultants to create the 1998-1999 Music Memory Bulletin with listening maps and lesson plans based on the TEKS for the UIL contest. In most respects, it will be like the curriculum books my writing team and I have produced for UIL for the past 18 years. However, now we will include a CD custom recording of our music memory selections included with the bulletin.

A different Music Memory Bulletin with CD will be created for third and fourth grades for the first time. We plan to recommend that the Legislative Council add these grade levels beginning in 1999-2000. Next year you can begin working with this group on a pilot project basis. Students in the younger grades soak it up even more readily than the older students. Austin ISD has successfully included third and fourth graders its music memory program since 1980.

IDEAS is also going to publish an innovative Teacher's Resource Packet made up of many different types of teaching aides. We will have a Movement Video - Classical Moves by Barb Stevanson - that is linked to music memory selections on next year's list, wall posters of selection names, flash cards and bingo review games, student worksheets and practice tapes, etc.

Kay Greenhaw will again have her outstanding Music Memory Review Game software, available in both Mac and PC formats. The Music Memory Bulletin with CD (\$60) and Teacher Resource Packet (\$25) will be available from IDEAS as well as Music in Motion. Student review tapes will also continue to be available from Brack Mays with Avant Recordings in Forney. The ordering information for all curriculum materials will be sent out by UIL with the A+ Handbook in August.

The selection list for next year features four American composers in addition to selections by Bach, Mozart, Tchaikovsky, Mendelssohn, etc. We

Possible changes

Here are several proposals we are considering passing along to the Academic Committee of the Legislative Council. Before we finalize these concepts, we'd like to get input from as many sponsors and administrators as possible. Send letters or e-mail to Bradley Wilson (bradley.wilson@mail.utexas.edu).

1. **Remove the spelling requirement from the art contest.** There is no other grammar, spelling or punctuation requirement for the music memory contest which in other respects is similar. The objective with the art contest is to assess the student's knowledge of art and art history, not spelling. The intent of the contestant would have to be clear and unambiguous, as is now the case with all contest but spelling where, of course, spelling does count. Grammar, spelling and punctuation are secondary considerations in the writing contests.
2. **Allow calculators in the math and science contests.** We allow specific calculators in the high school mathematics competition, but not in junior high. The danger with this proposal is that it would turn the math contest into the calculator applications contest. They need to remain distinct contests. However, allowing calculators would bring them more in line with the high school contests. Or maybe we need to propose that calculators *not* be allowed in high school.
3. **Expand the music memory contest to the third and fourth grades.** Same contest. Same materials. More grades. It would give third graders four contests to compete in and fourth graders six. Some districts have been doing this for years. We've also had some discussion about adding some multiple choice, content-oriented questions to this test. Thoughts?
4. **Change dictionaries.** The *Webster's Collegiate Dictionary* is due for a new edition in 1999. We'll have to change again then anyway or simply use the *Intermediate Dictionary* which we've co-adopted for next year. Houghton-Mifflin updates its dictionaries every four years. Houghton-Mifflin's student dictionary will be revised this summer (1998). The children's edition was revised in 1997. Suggestions?

even are able to include a selection by a living composer, Linda Worsley, who lives in California. Worsley began writing music when she was a teenager, and won several prizes for her compositions while still in college. Even while working as a music teacher, she still found time to compose. Worsley has about 50 published works to date, including music for nearly every medium. For the past decade, she has worked with the Silver Burdett Ginn and the Macmillan/McGraw Hill textbook companies as editor and CD producer. Her selection on the music memory list, "Gymnopedie," was premiered in Rome last year.

The opportunity to publish our material through a national publisher will open up the possibility of spreading our successes in Texas to the students in the rest of the country. I look forward to the exciting years ahead as we make new advances in our important work of bringing the vast and exciting world of Western art music of the ages to our students. The future may hold similar opportunities for students to study the classics of folk music and worldmusics, as well.



Load up
the bus
and meet
us at a UIL
Academic
Super-
Conference
next fall

IMPORTANT DATES

for high school academic competition 1999

District 1
March 22-27

District 2
March 29-April 3

Region
April 23-24

State
May 6-8

Academic conferences set for next fall

The SuperConferences begin at 9 a.m. and end by 3 p.m. with at least a one hour lunch break. Tentative programs for each site will be mailed to the schools in the fall, and final programs will be available at each site.

SuperConferences are scheduled to minimize conflicts with SAT and ACT tests, band contests and state conventions and to maximize participation by the finest students and teachers in Texas. Pre-registration is not required, and there is no fee for attendance.

With a mini-convention format, the SuperConferences feature lectures and presentations by UIL contest directors, college professors and high school teachers. Sessions will include discussions on contest preparation, demonstrations, performances and contest administration.

Sept. 19 University of North Texas,
Denton

Sept. 26 Texas Tech University, Lubbock

Oct. 10 The University of Texas, Austin

Oct. 31 Sam Houston State University,
Huntsville

Students can enter many academic events

The UIL only restricts the number of events a student can enter in speech competitions. Students may enter two speech events. They may not enter both CX and LD debate, prose and poetry, and informative and persuasive. Otherwise, the conflict pattern is the only other constraint we have on participation. The UIL has no rules that would forbid districts from organizing the academic spring meet so that students may enter contests that conflict on the conflict pattern. However, students who earn the right to advance in conflicting contests will have to choose a contest and then notify the alternate in the other contest or face possible violations of the Spring Meet Code.

Local districts set awards policies

Question: I am a sophomore at a Texas high school. Last year I participated in three math and science events and placed at district and fifth at regionals which made me second alternate for state. I then received 10 patches for my accomplishments, but I have no jacket to put them on. What are the requirements to get a jacket? I know that for athletics you must play two varsity sports. So would my three different categories count as three different sports? I also heard a rumor that freshman and sophomores would no longer be allowed to get jackets because sponsors/coaches felt that after we got the jacket we would quit competing. Is this true?

Answer: All decisions regarding letter jackets and patches are made by your school. The League has rules regarding how much awards can cost and how often they can be presented. Otherwise, these are local matters.

Closing comments

Not-so-random thoughts on yearbook ratings, summer workshop, state contests

By Bobby Hawthorne

Director of Journalism

Anyone in favor of doing away with yearbook ratings? After dealing with a few of this year's ILPC judges — virtually all of whom are classroom teachers and publications advisers — I'd vote for it. I can't understand how teachers who demand that their students be responsible can be so irresponsible. Ratings were consistently late, in some cases by as much as two months.

We've tried everything: incentives, threats, you name it. ILPC pays as well as anyone and better than most, and still we have judges who claim they didn't know the deadline, or they got sick, or their dog ate their ratings and got sick. The wildest excuse you can imagine, I've heard four times.

This is a genuine problem that seems to get worse every year. Any suggestions?

And why is it a problem with yearbooks but not newspapers? As an old newspaper-type myself, I have my theories.

District meets

Although we misspelled Shakespeare's name in one of the district prompts, the UIL journalism contests went off without a hitch this year, thanks in large part to the outstanding work of Nelly Valadez, Stella Bernardo and Penny Pehl, who wrote two sets of invitational, two sets of district, one regional and one State Meet set with answer keys for each. I think even Willie would understand one typo. Great job, ladies.

State Meet

State Meet journalism notes: Contests will be Friday, May 8 in the auditorium of the Joe C. Thompson Conference Center. Editorial writing will be at 10 a.m.; features at 11 a.m.; news at 1:15 a.m. and headlines at 2:15 p.m.

CSPA winners

Congratulations to the following Texas schools for winning CSPA crown awards:

Newspaper — Gold Crowns to Duncanville, Mary Pulliam, adviser; Arlington, Lina Davis, adviser; Silver Crowns to DeSoto, Carol Richtsmeier, adviser; Houston Memorial, Jina David, adviser; Austin Anderson, Jack Harkrider, adviser; The Woodlands McCullough, Brian Martinez, adviser.

Yearbook — Gold Crowns to Houston Bellaire, Patti Simon, adviser; The Woodlands McCullough, Brian Martinez, adviser; San Antonio East Central, Pam Smith, adviser; Silver Crowns to Klein, Sheila Alexander, adviser; El Paso Burges, Pat Monroe, adviser; Cedar Hill Permenter, Donna Cannon, adviser; Canyon, Nola Hopkins, adviser; and Dallas Highland Park, Judy Babb, adviser.

Summer workshop sets high standards

Since 1980, ILPC summer publications workshops at The University of Texas at Austin have set the standards for excellence. Our reputation as a workshop that stresses "work" is unequalled, and staffs that are serious about producing high-quality, journalistic publications return to UT each year.

For four days, students and advisers participate in an intensive learning environment, headed by

many of the nation's finest journalism instructors. These instructors are dedicated to one goal: helping others create the finest school newspapers and yearbooks possible. Students and advisers alike return to school in August ready to tackle their jobs, whether they're beginning reporters or veteran advisers.

The 1998 ILPC Summer Publications workshops will be June 19-22 at The University of Texas at Austin. Registration is limited to 200 students in the newspaper sequence, 200 in the yearbook sequence, 32 in desktop publishing, and 30 in the photography sequence. The deadline for receipt of forms and fees is June 1. Others will be accepted on a first-come, first-serve basis.

Basic costs are \$195 per person except photography which is \$215 to cover lab fees. These are based on double occupancy of residence hall room reservations postmarked on or before June 1. Cost for single room, community bath is \$220. Cost for single room, connecting bath is \$235. Unless otherwise requested, advisers will be housed on the same floors as their students. Special needs requests should be made to the workshop director. Fees for commuters are \$100; \$115 (photography).

A \$10 per person fee will be assessed for registrations postmarked after June 1. A \$25 per person processing fee will be assessed for all cancellations.

Students and advisers will be housed in Jester Residence Halls, located at the corner of Martin Luther King Blvd. and Speedway on the UT campus.

For more information and registration forms, contact ILPC at Box 8028, UT Station, Austin, TX 78713-8028; nellyv@mail.utexas.edu; 512/471-5883; 512/471-5908 (fax).

Workshop faculty

What makes the ILPC Summer Publications Workshop so outstanding?

Its faculty. Here's a rundown of this year's workshop instructors:

YEARBOOK

Judy Babb of Dallas Highland Park HS; **JoAnne Graham** of Ardmore, OK; **H. L. Hall** of Kirkwood HS in Kirkwood, MO; **Rick Hill** of Amarillo; **Gary Lundgren** of Minneapolis, MN; **Mitzi Neely** of Spring Hill HS in Longview; **Terry Nelson** of Central HS in Muncie, IN; **Laura Schaub** of the University of Oklahoma in Norman; **Pam Smith** of East Central HS in San Antonio; **Randy Vonderheid** of North Garland HS; and **Bruce Watterson** of Henderson State University in Arkadelphia, AR.

NEWSPAPER

Jeanne Acton of LBJ High in Austin; **David Ehrich** of Garfield HS in Seattle, WA; **Pat Graff** of Cueva HS in Albuquerque, NM; **Deanne Kunz** of Austin Westlake; **Mary Pulliam** of Duncanville HS; **Howard Spanogle** of Dallas Highland Park HS; **Rob Melton** of Benson HS in Portland, OR; and **Jack Kennedy** of HS in Iowa City, IA.

PHOTOGRAPHY

Sherri Taylor of Syracuse University; **Craig Coyle** of Arlington Sam Houston HS; and **Mark Murray** of Arlington ISD.

DESKTOP PUBLISHING

Bradley Wilson of the UIL; **Dow Tate** of Dallas Hillcrest HS; and **Hillary Warren**, a doctoral candidate and assistant instructor in the journalism department at UT-Austin.

BEGINNING ADVISING SEQUENCE

John McCartney of Andrews HS.

"Winning or success is important, but sacrificing one's personal integrity is never worth a trophy."



Randy Ellis

Spring HS teacher receives national speech award

The National Federation Interscholastic Speech and Debate Association selected UIL nominee Randy Ellis, coach from Spring High School, to receive an Outstanding Speech/Drama/Debate Educator Award. Ellis is one of only eight coaches from throughout the nation to receive this award.

Ellis began his career as an educator in 1980, teaching first in the Aldine ISD, later moving to the Spring ISD. Recently coaching a Spring High School debate team to the 1998 UIL State 5A Championship, Ellis has served UIL in numerous capacities, including contest manager at the Cross-Examination State Debate Tournament and as a Regional Advisory Committee member for many years. Also active in the Texas Forensic Association of which he has served as president, Ellis' speech team has received the National Forensic League Bruno E. Jacob Award, the Outstanding Chapter Award and, for the past four years, the 200 Club Award. Ellis is an NFL diamond key coach and played a significant role in working with state officials to draft the framework for new speech curriculum in Texas.

Ellis' philosophy is evident in everything he does — "winning or success is important, but sacrificing one's personal integrity is never worth a trophy." In 17 years of speech education and competition, Ellis has always lived that philosophy, focusing his coaching success on his students, never himself.

In this day and age, young people often search in vain for men and women of character. Perhaps that is the most important reason why he has been awarded the NFISDA Outstanding Educator Award.

The NFISDA awards recognize high school or college speech, drama or debate directors and judges whose contributions have impacted high school activity programs through their association. The award was first given in 1988 and is the highest award presented by the NFHS in the fine arts.

Publications advisers are needed to serve as ILPC Summer Publications Workshop residence hall monitors. Counselors receive free room and board for supervising the residence hall floors and assisting in activities. For information, contact the ILPC office.

Competition serves as catalyst for learning

I love answering the League phone immediately after a UIL contest is over and having a debate coach request next year's cross-examination or Lincoln-Douglas debate topic because their students are ready to hit the research trail or hearing from an interp coach whose kids are heading to the bookstore to find new selections and the question comes, "Can you reveal the new prose/poetry categories? My students just can't wait to get a head start on reading!"



Jana Riggins

Assistant Academic Director

To me, that is what UIL competition is all about — serving as a catalyst for enriched learning, causing students to forever thirst for knowledge. We often talk about things "getting in your blood," and speech competition certainly does that!

It must have gotten in one young man's "blood." Justin Mock of Denver City became a four-time CX-debate state champion at the 1998 meet, as he and his partner, Kristin Long made a repeat of last year's results in the 3A division. Perhaps there's a biological reason for loving debate in Justin's case. His brother, Jonathan, was Justin's CX partner for two years, helping him win his first two gold medals at state. And their coach is none other than their dad, Buddy Mock. Definitely must be in the blood line, somewhere.

The CX State Meet was an opportunity to recognize other significant "repeats" — Matthew Tiffée from Hays High School in Buda, Joseph Calaway and Marilyn Grant from Alpine, Randi Davis and Tonya Larkin from Shamrock, Amber Lovell and Amber Lieber from Paint Rock have all made four trips to the CX State Meet. The teams of Pamela Hardin and Holly Head from Blanco (2A) and Rob Vartebedian and Ryan Manning from Canyon (4A) qualified for state every year of their high school career with the same partner.

By the time this edition of the *Leaguer* reaches your school, not only CX State but regionals will be over and many of you are looking forward to coming to Austin for Academic State Meet. Others of you have completed your UIL competition and are already making plans for the coming year.

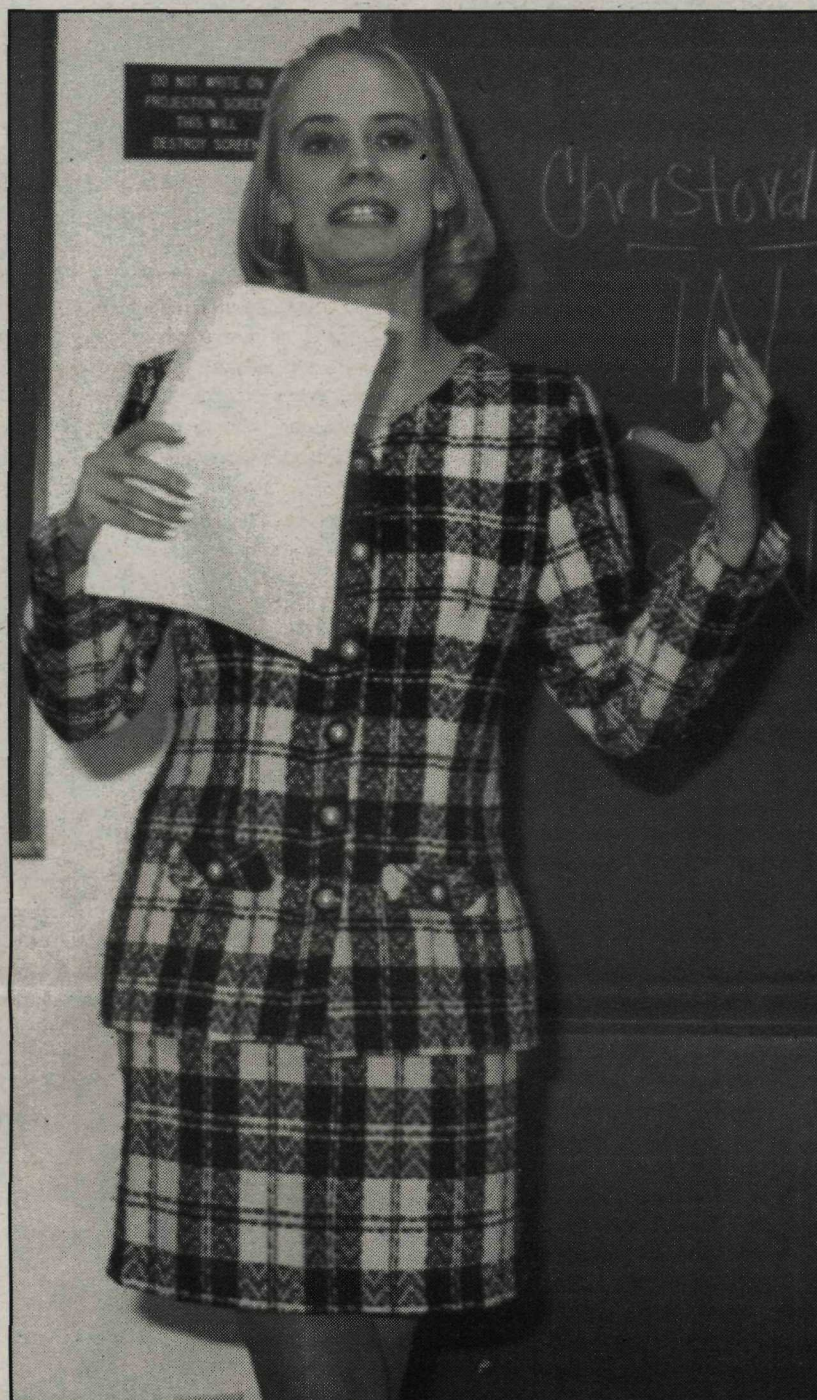
Summer workshop

The League will once again host a Speech Coaches' Summer Workshop at UT Austin. Mark your calendar for July 10-11. The Friday morning sessions will target beginning coaches, while Friday afternoon and Saturday workshops will highlight speech curriculum and each of the UIL speech contests, benefiting new and veteran coaches. Of particular interest will be the CX topic analysis for the Russia resolution, as well as an in-depth discussion of the new prose and poetry categories for next year by members of the Prose/Poetry Advisory Committee.

Ask anyone who has attended these workshops in the past and they will affirm how beneficial they are to getting off to a great start with your UIL year.

SuperConferences and TSCA

Every great educator begins planning for next fall as this spring term ends, so plan now to bring your students to a UIL SuperConference. The League is currently preparing for conferences in five areas of the state. Contrary to rumors, the SuperConference to be held on the campus of UT-Austin is not the



same weekend as the Texas Speech Communication Association convention. Elementary, secondary and higher education speech educators will congregate for their annual convention Sept. 31-Oct. 3 on South Padre Island.

Contact me if you need information about TSCA membership or the convention.

Give input

The UIL continues to strive to listen to your suggestions to provide quality and fair competition. Thanks to all of you who voiced compliments on the CX State Meet, my first as director of speech and debate. We attempted to place educators in more rounds than ever and appreciated school districts who were willing to sponsor their debate coaches to come to Austin to judge for that purpose. Hats off to those coaches who were not required to be at CX State Meet, but who came to judge out of a love for the event and a desire to provide exceptional educational ballots for our debaters. These individuals also donated their judging fees to the TILF scholarship fund. It is my hope that next year, our educator judging pool will grow even larger.

The eight-round rule in CX has brought accolades from those of you out in the field. Coaches and

judges alike commented about the increased quality of debating at this year's State Meet.

New rules

Next year, LD debate ushers in a new rule. In an effort to be consistent with the CX Debate, at the district and regional level, LD contestants will be allowed the option of determining first and second places without debating since both advance to higher competition. Debates to determine third place will still be necessary unless two debaters from the same school reach a mutual agreement.

We'll also have new categories for prose and poetry contests. Coaches will have their first look at these categories at the State Meet coaches' meeting on Thursday night, May 7. For those not attending state, the categories will be available on the UIL Web site. Remember to budget for the *Prose and Poetry Handbook* which will discuss these categories in detail.

We will release the fall Lincoln-Douglas resolution Aug. 1 on our Web site and in a mailout.

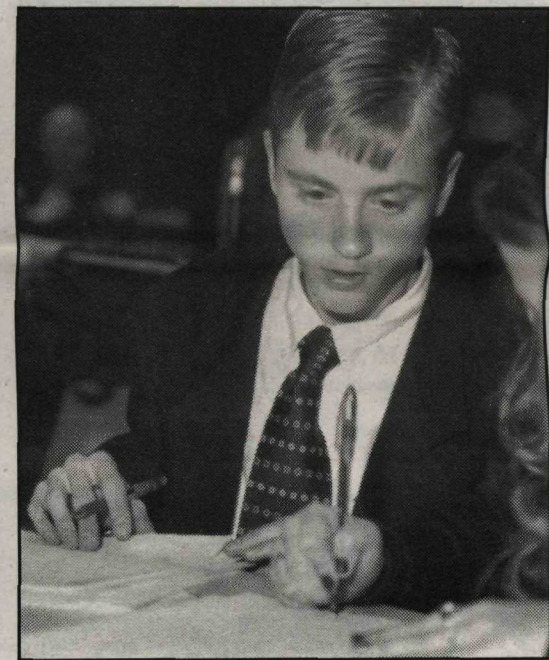
One last reminder: don't forget to look for our annual speech coach mailing sent to all high schools in August. It will provide essential information to get your UIL year started. Continue to check out the UIL Web site for updates on events and contests.

JUST LISTEN

From all over Texas, 606 debaters traveled to Austin to debate the resolution, "that the federal government should establish a policy to substantially increase renewable energy use in the United States."

QUICK THINKERS

Working with his partner, Justin Mock of Denver City won his fourth 3A CX-debate state championship. For complete results of the Cross-Examination Debate State Meet, check out the UIL's Web site at <http://www.utexas.edu/admin/uil/aca/speech/xchamp.html>. Photos by Bradley Wilson.



**Speech,
Coaches'
Workshop**
July 10-11

Featuring sessions just for beginning coaches, sessions on the speech curriculum and each of the UIL speech contests.

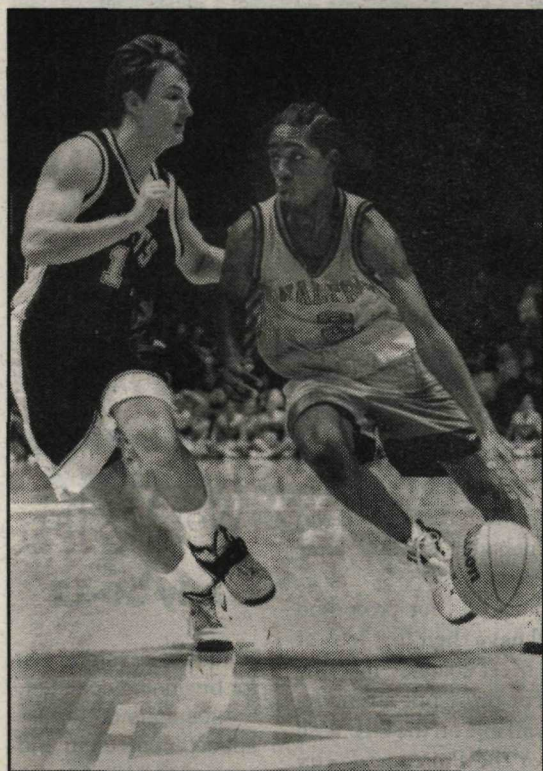
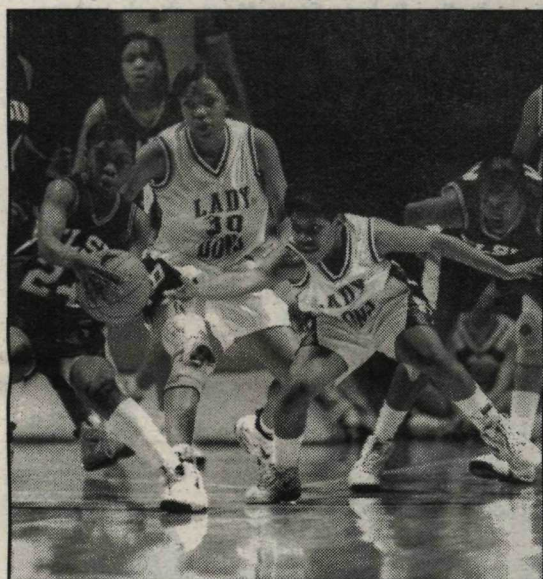
Go Spartan

TOUGH GOING

Melissa Crider and her Ponder HS teammates found the going tough as they fell to Nazareth in a Conference 1A semifinal game 46-43 last month. Karnack later defeated Nazareth for the state title. Down slightly from last year, 12,116 tickets were sold to the girls basketball tournament resulting in a total tournament attendance of 48,983 and 24,670 tickets were sold to the boys tournament resulting in a final attendance of 99,562. Photo by George Bridges.

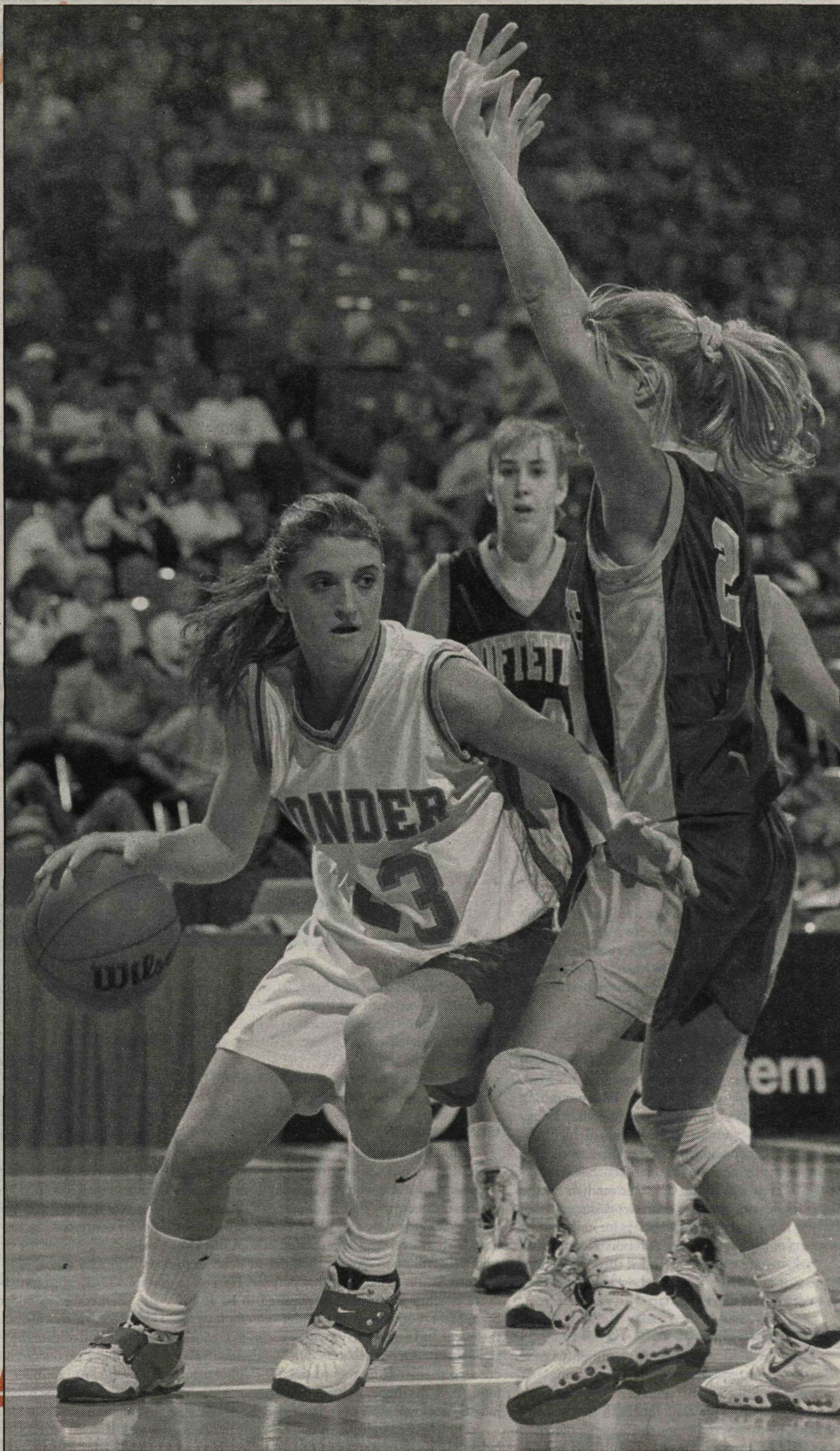
THIRD TIME'S A CHARM

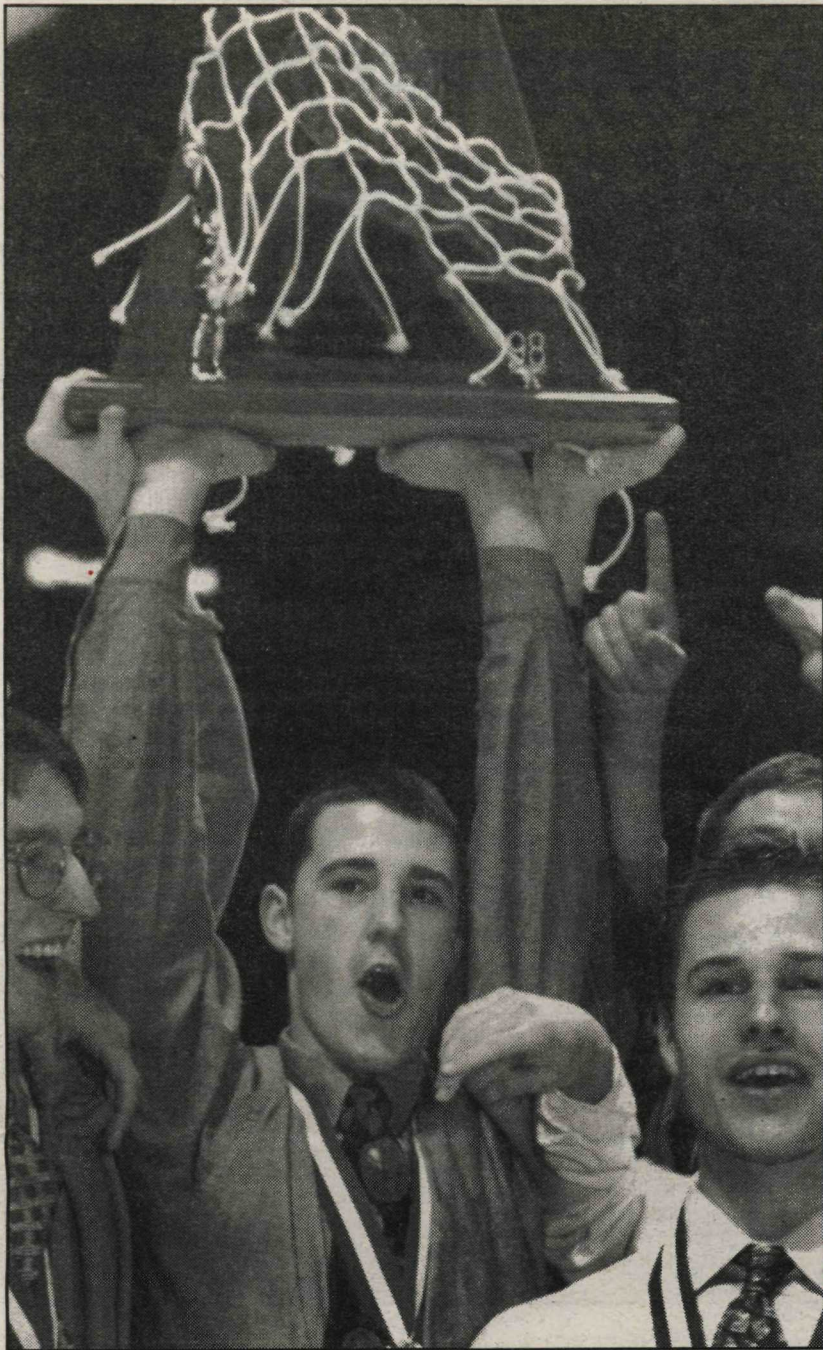
After making it to the state playoffs for two consecutive years without taking home a state championship, Alief Elsik defeated Amarillo Palo Duro 58-38 for the conference 5A state title. Photo by Andrew Loehman.



IN OVERDRIVE

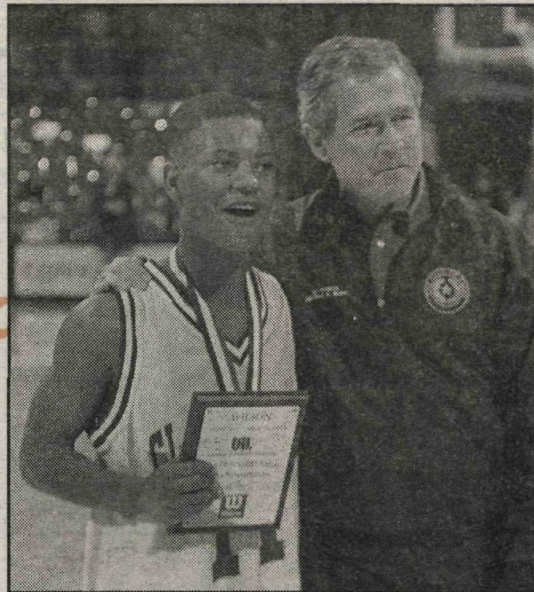
Houston Waltrip's Field Williams drives to the basket against Dallas Highland Park in the Conference 4A championship game. Waltrip's Rams defeated the Scots 67-60. Photo by Nick Kenig.





HO HUM

After 15 trips to the boy's state basketball tournament, holding up the state championship trophy has become a habit for Krum High School. Krum beat Little River Academy in Conference AA. Photo by Bradley Wilson.



MOST VALUABLE

Governor George Bush congratulates conference 3A championship game most valuable player, Clarksville's Deon Tavie. Clarksville beat Crockett for the state title. Photo by George Bridges.

All the way to state!

There's nothing like a state championship meet. The crowd gets involved. The level of emotion is unparalleled. And the skill level challenges even the best players.

This year was no exception, UIL Associate Athletic Director Cynthia Doyle said.

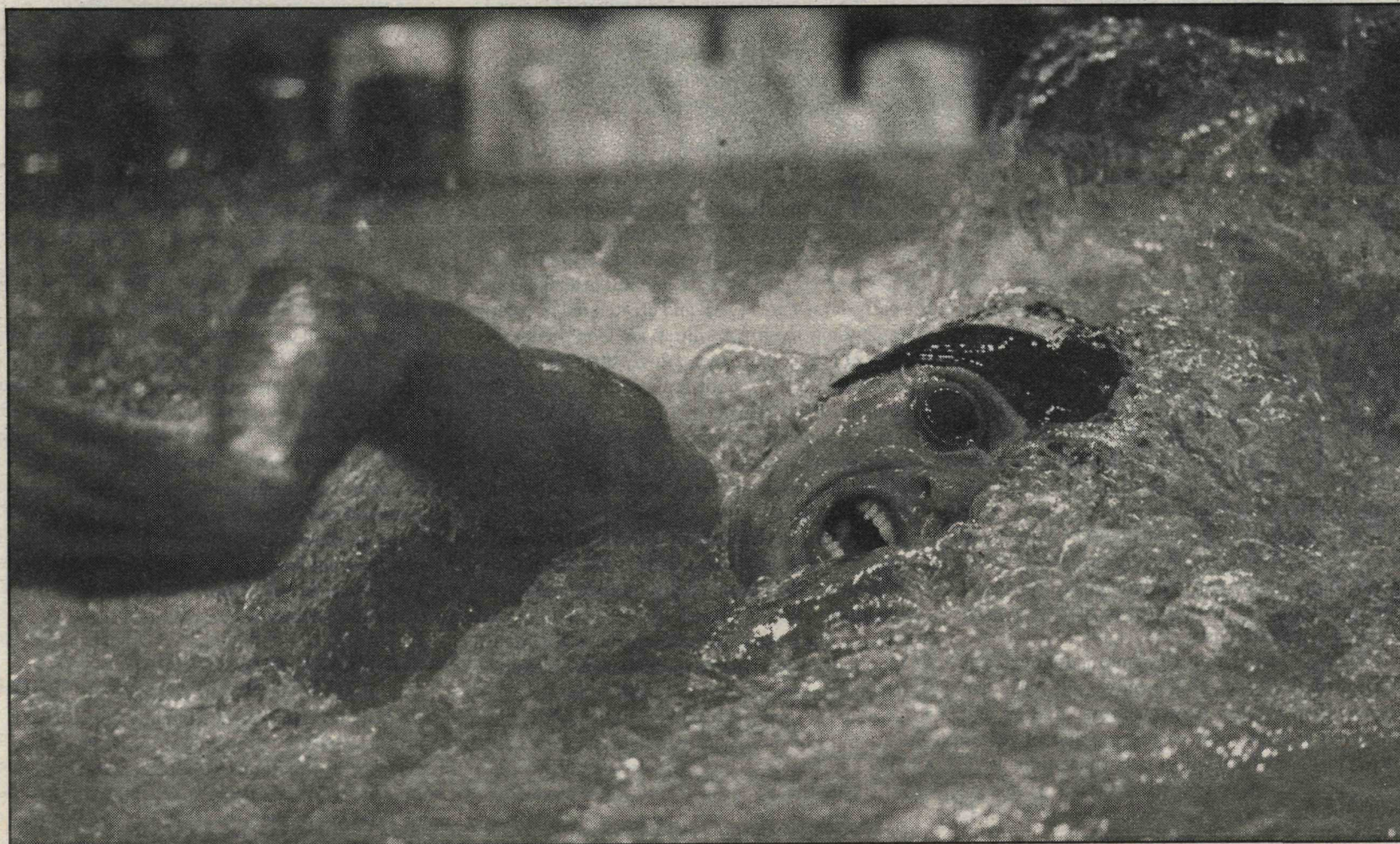
"The level of play has been high, we've had few problems with bad sportsmanship, and our television coverage has increased," she said.

Doyle said even the weather has cooperated for most of the state meets. In fact, the biggest problem has been the increased involvement at the schools forcing expansion of the tournaments.

For example, there is one state championship for all schools with swimming programs in all classifications, 1A - 5A and, Doyle said, there has not been a lot of representation of schools below 5A.

This may result in a change in the structure of the state meet for swimming and diving into two meets, one for 5A and one for non-5A similar to the structure used for soccer.

"(In soccer,) growth has forced us to have two classifications," she said noting that the first step toward any change would be to survey the schools to see if there is a desire for change.



GULP

Some 400 swimmers and divers came to Austin for the State Swimming and Diving Meet, and 2,492 tickets were sold to the event. State records were broken in the girls 200 medley relay, girls 200 freestyle, girls 200 freestyle relay, boys 100 breaststroke and girls 400 freestyle relay. Photo by George Bridges.

Choices sometimes bear no resemblance to rules

OAP participation continues to increase; up 15 from last year

El Niño may have temporarily deserted California, but it seems to have settled at Texas OAP sites for the past two weeks. This El Niño is a behavior pattern rather than weather. It is not so much misbehavior as unusual choices or omissions that have little relationship to the rules and guidelines in the *Handbook for One-Act Play, 13th Edition* or the current UIL C&CR.

We are involved at area level this week, and it is my hope that the problems and mistakes will be reduced in proportion to contests remaining. If directors haven't yet read the *Handbook* and current OAP rules in the UIL C&CR, problems that seem to have plagued zone and district in El Niño proportions will impact upper levels. If judges, contest managers, and other site officials fail in their responsibilities the problems will be compounded.

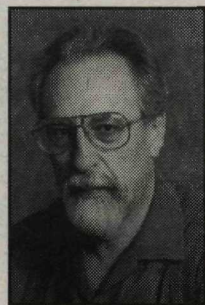
This column sounds similar to an April 1995 version, but the stories and students are different. A company stage manager runs into the audience seeking the director for advice to avoid overtime disqualification. A director goes from audience to onstage to backstage after the play begins. Alternates, parents, and other non-company adults help with setup and strike. A director adds characters to a play without League or publisher permission, and long lengths of drapery are suspended over, around and between unit set elements without approval. Crew members are placed onstage as music/sound effects-makers and are not listed or approved as characters.

Did all this happen? Yes, and much more. Have I heard it all? Not yet!

Despite the impact of unusual weather and moonbeams motivating actors, directors, parents, and friends to disregard OAP rules and guidelines, this has been an outstanding year of theatre. There have been many good stories, and I'll be able to include a few in the future as column material or letters. It is great that OAP continues to grow. We started with a record 1,140 entries. Nine have withdrawn to date, leaving 1131 participants. This represents an increase of 15 over last year and maintains a participation of over 96 percent.

I urge contest managers to send us their reports ASAP. The drama section of UIL is rejoining the rest of UIL this summer in the new UIL building. It is essential that the administrative/organizational process be completed immediately after State Meet. Directors should note that the Drama Loan Library will not fill orders after the State Meet OAP, and all plays must be returned. The library will not return to operation until August 15. Hold your play requests for reading from this source until the beginning of the 1998-99 school year. The library must be packed and moved to the new facility. We hope to provide better service from a large and well-equipped new space. The same pause will be required in reading of plays not on the approved lists.

We have already started planning for next year because the necessity of the move will make the summer even shorter. Area meet organization and scheduling is more complex because of conference/district realignment. It will be even more difficult for conference A because of the institution of an area-level track meet. I have no idea how/when to schedule area without major conflicts with district track



Lynn Murray
Drama Director

STATE MEET 1998

One-Act Play Schedule & Admissions Policy

Ticket prices are \$8 for adults and \$5 for students for *each session* in either Bass Concert Hall or, if available, in McCullough Theatre.

* For Conferences A and AA in McCullough Theatre complimentary tickets *will not* be honored, and participants' tickets will be honored *ONLY* for their conference. Advance tickets will be made available on an equal basis to participating schools *for their session only*. Participating schools may purchase their total single session (four plays) allotment of tickets and make them available to school patrons as they see fit. Tickets will be available to the general public only if any are returned by participating schools. Unoccupied seats will be sold at \$2 each five minutes prior to the beginning of each play.

No advance tickets are available for sessions held in Bass Concert Hall, where *all* participants' and complimentary tickets will be honored for any performance.

(PAC = Performing Arts Center)

MAY 7, THURSDAY

7:30 a.m. AAA company meeting & rehearsals (Bass Concert Hall, South Entrance PAC)
4 p.m. AAA contest (4 plays) (Bass Concert Hall)
7:30 p.m. AAA contest (4 plays) (Bass Concert Hall)

MAY 8, FRIDAY

7:30 a.m. AA company meeting & rehearsals (McCullough Theatre, NE Corner PAC)
AAAA company meeting & rehearsals (Bass Concert Hall, South Entrance PAC)
9 a.m.-noon Conference AAA critiques (Bass Concert Hall, Lobby Level)
4 p.m. AA contest (4 plays) (McCullough Theatre*)
AAAA contest (4 plays) (Bass Concert Hall)
7:30 p.m. AA contest (4 plays) (McCullough Theatre*)
AAAA contest (4 plays) (Bass Concert Hall)

MAY 9, SATURDAY

7:30 a.m. A company meeting & rehearsals (McCullough Theatre, NE Corner PAC)
AAAAA co. meeting & rehearsals (Bass Concert Hall, South Entrance PAC)
9 a.m.-noon Conference AA & AAAAA critiques (Bass Concert Hall, Mezzanine & Lobby)
4 p.m. A contest (4 plays) (McCullough Theatre*)
AAAAA contest (4 plays) (Bass Concert Hall)
7:30 p.m. A contest (4 plays) (McCullough Theatre*)
AAAAA contest (4 plays) (Bass Concert Hall)

Critiques following awards presentations

Area OAP has been scheduled against the golf, tennis, track and field first week for district meets (April 4-10, 1999) for many years because most districts in all conferences used the second week. Conference A area OAP for 1999 is scheduled at the usual time. The choices of dates seem to be limited, and I am open to solutions.

The current schedule will force a student/administrative choice in Conference A between track and OAP. Moving the date back would force a choice between academics and OAP or force academics in this conference to the first week to allow OAP Area during the second. This schedule was attempted in the early days of area OAP and created major problems. Finding theatre facilities for Conference A areas (12) is becoming increasingly difficult. What do 265 conference A schools entered this year suggest for area in 1999?

A few random thoughts that everyone should consider for next year.

- Make additions to the basic set requests on 8 1/2 x 11 paper.
- No changes have been made in OAP rules for next year. *This includes the set rule.*
- Three plays must be scheduled on the same day to constitute a festival.
- Critic judge evaluations are critical to the State Meet judge selection process and impact area and regional judge selection in a major way.
- Critic judges used in UIL middle/junior high school OAP must be on the accredited list.
- There are major changes from some of the publishers in their approval policy for producing "scenes from" long plays. They are making the process, in some instances, much more restrictive

and complex. If you want to get approval for doing scenes from a long play, start early!

- Scenes from any musical approved as a non-musical will be *without the music*, even as *incidental*. The intent of such approvals for 1998 has been interpreted by directors in such a variety of ways that such approvals are becoming impossible to administer.

We hope to see many of you at the State Meet OAP. Note the schedule and ticket price changes. Prices have been the same for many years. Be prepared if you have planned to bring students May 7-9.

Assistant to study in London

I regret to tell you that another major transition is planned in this office. Ray Pond, administrative assistant, has decided to study in London and will be leaving us this summer. I have been in denial since he mentioned the possibility, but I hope you will join me in wishing Ray the best of everything in the future. His dedication to the effective operation of this office and service to the Texas educational theatre community since the fall of 1994 has been appreciated by all. Perhaps you would rather tell him just how awful and wet London really is and how miserable he will be without dealing with the joys of one-act play.

South Texas 'master' dies

Mrs. Andrea "Andy" Batey, theatre director at Laredo-Martin High School for many years, passed away in March. We will miss her tireless effort and driving force in the South Texas educational community. She was a master of many things and her kindness and giving nature will be long remembered.

I urge contest managers to send us their reports ASAP.

The Drama Loan Library will not fill orders after the State Meet and all plays must be returned. The library will not resume operation until August 15.

We hope to provide better service from a large and well-equipped new space.

Scheduling sporting events subject to law, policy

TEA limits participation during school week; weather a factor in spring

The following information for scheduling UIL athletic contests combines state law and UIL regulations. This article also provides definition and clarity for terms used in UIL athletic publications and provides sport specific exceptions.



Cynthia Doyle
Associate Athletic Director

Athletic schedules, like all UIL schedules, must be approved by the superintendent or a designee.

TEA limits participation during the instructional or school week. The school week is from 12:01 a.m. on the first instructional day of the week until the end of the last instructional day (usually Friday) of the week, excluding holidays. TEA defines participation as being involved with an activity during the school week. Participation, according to TEA, could be traveling with a team, entering a contest, or sitting on the bench during a game.

Each student is limited to one evening of extra-curricular participation per activity per school week. Students who are involved in more than one extra-curricular activity would be allowed to participate once in each activity during the school week. This could result in a multi-talented student playing soccer on Monday, basketball on Tuesday, and softball on Thursday. Since each sport is a separate activity, the student may participate in each activity and still be in compliance with the rule.

Participation, for UIL purposes, means actually entering the contest as a player. UIL limits participation during the school week and during the calendar week (with specific exceptions listed below). As coaches schedule contests, the TEA and UIL definitions of participation must be considered.

The following situations are considered one contest during the school week.

- Single match (volleyball).
- Single game (basketball, soccer, baseball, softball).
- Dual match (volleyball). A dual match is when a team plays another team twice or two different teams once at the same site. A dual match counts as two of the allowable matches for the calendar week and counts as two of the total number of matches for the season. In volleyball, students are allowed three matches per week during the first two weeks of the volleyball season and two contests per calendar week after that. Even though volleyball allows three contests during the first two weeks of the volleyball season, only one of these contests shall be played during the school week.
- Double header (volleyball, basketball, soccer, baseball, softball). A double header is when a student plays in a junior varsity and a varsity game back to back or two back-to-back varsity games. Each game counts as one of the students allowable games for the season and against the calendar week limitation where appropriate.

There are three exceptions to the school week contest limitation.

STATE PLAYOFFS REMAINING

Golf	May 11-15
Tennis 4A/5A	May 11-12
Tennis 1A/2A/3A	May 15-16
Track and Field	May 15-16
Softball	May 22-23
Baseball	June 11-12

1. The first exception is tournament play. Students can play in invitational tournaments scheduled on a Thursday/Friday/Saturday in addition to one contest per school week. A district tournament to break a three-way tie may be scheduled on a Monday/Tuesday prior to the district certification date.
2. The second exception is for a bi-district game. When a bi-district certification date is on Saturday, teams may play the bi-district game on Thursday, Friday, or Saturday, even if they played a game earlier that same school week.
3. The final exception for the one game per school week rule is when any varsity district contest is postponed by weather or public disaster. The postponement should be reported to the district chair school, and the contest rescheduled within seven calendar days. Contests which are not rescheduled and made up within seven calendar days cannot be played as an exception to the school week limitation. Any rescheduled district varsity contest that is canceled due to weather or public disaster is afforded a new seven day window under the same parameters as the original contest. This could result in a school playing more than one district varsity contest during the school week.

Weather conditions affect softball and baseball more than any other sport. During the season, both

teams must make every effort to determine the championship before the certification deadline. This effort includes obtaining neutral sites and scrambling for any available field. It could also mean giving up the home field advantage as a last resort. If weather conditions

make playing impossible, then permission to extend the certification deadline must be obtained from all the potential next round opponents. A district with teams playing for a championship after the district certification deadline with the approval of the next round opponents, will have to play on the date specified by the next round opponent(s).

Extreme scheduling difficulties such as those mentioned above could result in a coin toss deciding the winner rather than deciding the game on the playing field.

Each sport has specific limitations. The following game limitations will be effective for the remainder of the 97-98 season.

Volleyball: Students may compete in three invitational tournaments plus 24 matches (23 in 4A and 5A). Students in volleyball may participate in a tournament during the same week they participate in a single match, dual match or double header. District champions in 4A or 5A may add one game on a non-school night.

Basketball: Students may compete in three tournaments plus 22 games (21 in 4A and 5A). Athletes may participate in no more than one game during a week. Athletes may not compete in a tournament during

Scheduling questions and answers

Q. Can a school schedule its middle school team to play or practice against the high school team in a scrimmage?

A. In team sports, football, basketball, baseball, volleyball and softball, students who participate in practice during the school year must be a full-time student in the school, or an exception as an overage student.

Q. May an athlete who played in the JV game on Tuesday also travel with the varsity team to a varsity game on Thursday, provided they only sit on the bench?

A. No. Athletes that represent the school on Tuesday cannot represent the school again on Thursday in the same activity other than in tournament play or in a bi-district game.

Q. If schools are tied in a baseball or softball game and the game must be called due to power failure or weather, may the game be continued from the point of suspension on a different day?

A. UIL rules allow games to end in a tie. If the game has gone past the fifth inning, UIL considered the game complete. If the game is called before the fifth inning, the game is considered a "no game" and shall be played over in its entirety. The only games that may be suspended and completed on a different day are playoff games.

Q. In the case of baseball or softball, is darkness considered "weather" or "public disaster" and given the same consideration when rescheduling the contest?

A. Traditionally darkness is not considered weather or public disaster and does not afford an exception to exceed one game per school week.

Q. If we have to make up a school day on what would have been a student holiday, do we have to move our game? For example, if Good Friday was supposed to be a holiday but we have to make up a snow day using Good Friday, do we have to reschedule our Thursday game to Friday even though Friday was originally a holiday?

A. Yes. When the academic week changes to allow for snow days or other rescheduled school days, the school week limitation for activities is still enforced. A game that was scheduled on a Thursday (due to a Friday holiday) would now have to be moved to a Friday, or a Saturday. The same would hold true for any track meet that may have been scheduled on a Thursday due to a holiday. The meet must adhere to all school week limitations, or must be moved to 2:30 p.m. Friday or the last instructional day of the week.

Knowing how to schedule and how to end the game is especially important during spring activities. Waiting until your school is in a situation that demands a thorough knowledge of scheduling or game ending rules is almost too late to make unbiased decisions. However, a well planned schedule, and a good pre-game that includes what to do in case of darkness and how to address weather situations, minimizes the conflicts that are common during the unpredictable softball and baseball seasons.

UIL to offer summer camp for referees

Officials are an integral part of the game. Without them, like it or not, there would be no game. Officials should seek out training just as they expect the coaches and players to be trained.

One of the most often asked questions by those of you who attend the UIL regional and state basketball tournaments is "where in the world do the officials come from?" This is a fair question, especially if you are from one of the schools playing in the tournament. For many years this seemed to be a mystery question that only very few people could answer. However, in recent years the process of selecting the officials who work these games has become more publicized.

The current method of selecting officials to work in the regional and state tournaments is somewhat of a complicated procedure. Each Southwest Basketball Officials Association (SBOA) chapter submits a list of their top 25 percent officials to the UIL office. From the chapter lists, staff members review officials throughout the season and select officials to work in the regional and state tournaments. The hitch in the process often comes at the local level. Each official's chapter throughout the state could have different criteria for their chapter's selection process. How does an official get on the list? Who in the chapter makes the determination of who gets on the list? These are the same questions that the general membership of the chapters ask as well. What is more important, these are some of the same questions we at the League ask of the chapters. And the answers to these questions vary from chapter to chapter.

To offer a more consistent format for the selec-



Rex Spain
Assistant Athletic Director

tion process, the UIL in conjunction with the Southwest Officials Association and the Affordable Identification and Development Camps have developed a venue that we feel will not only improve the selection process but the educational side of officiating as well. Beginning in April 1998, the combination of these three entities will conduct official's camp throughout the state. Hence the name Camp U.S.A. These camps will focus on three person mechanics that are used primarily in the regional and state tournaments. We have put together a very knowledgeable teaching staff to work with the officials who will be attending the camps.

The UIL will have a staff member at each of the camps to observe the officials in action. The advantages to this format are obvious. UIL staff members who are responsible for the regional and state tournaments actually get to observe the officials first hand. We will continue to use the percentile recommendation from the chapters as well as recommendations from coaches and other sources to evaluate officials. However, this will provide the most equitable format for all officials throughout the state to be evaluated based on their talent and not necessarily on the basis of being on a selection list from their respective chapter.

To safeguard the quality of officials for our member schools we require the officials attending the UIL sponsored camps must be a member of the SBOA and be an upper division official in order to be considered for selection to work in a regional or state tournament. The players and coaches of our member schools deserve

the opportunity to have a representation of the best officials the state has to offer when playing games at the regional and state tournament level. However, officials who attend this camp will also get vital educational opportunities that will enable them to provide better officiating at the local level as well. We feel this is a win-win-win situation. The UIL gets an opportunity to see many qualified officials whom they may have not had an opportunity to observe in the past. All officials who meet the qualifications of the selection process has the opportunity to display their talents in a fair and equitable manner. Most of all, the coaches and players will have an opportunity to have access to better trained and more knowledgeable officials.

Officials are an integral part of the game. Without them, like it or not, there would be no game. In today's sports society the pressures of competition are enormous. Everyone expects the best. To be the best you must train and avail yourself to educational opportunities. Coaches expect and receive this from their players. Officials should expect this of themselves as it is expected of them by the coaches and players.

The venue for officials to improve their knowledge of the high school game has now been provided for officials unlike any other opportunity in the past. Therefore, if you know of good high school officials, encourage them to attend a UIL-sponsored camp. With 13 camps around state there should be ample opportunity for those individuals who have a desire to improve.

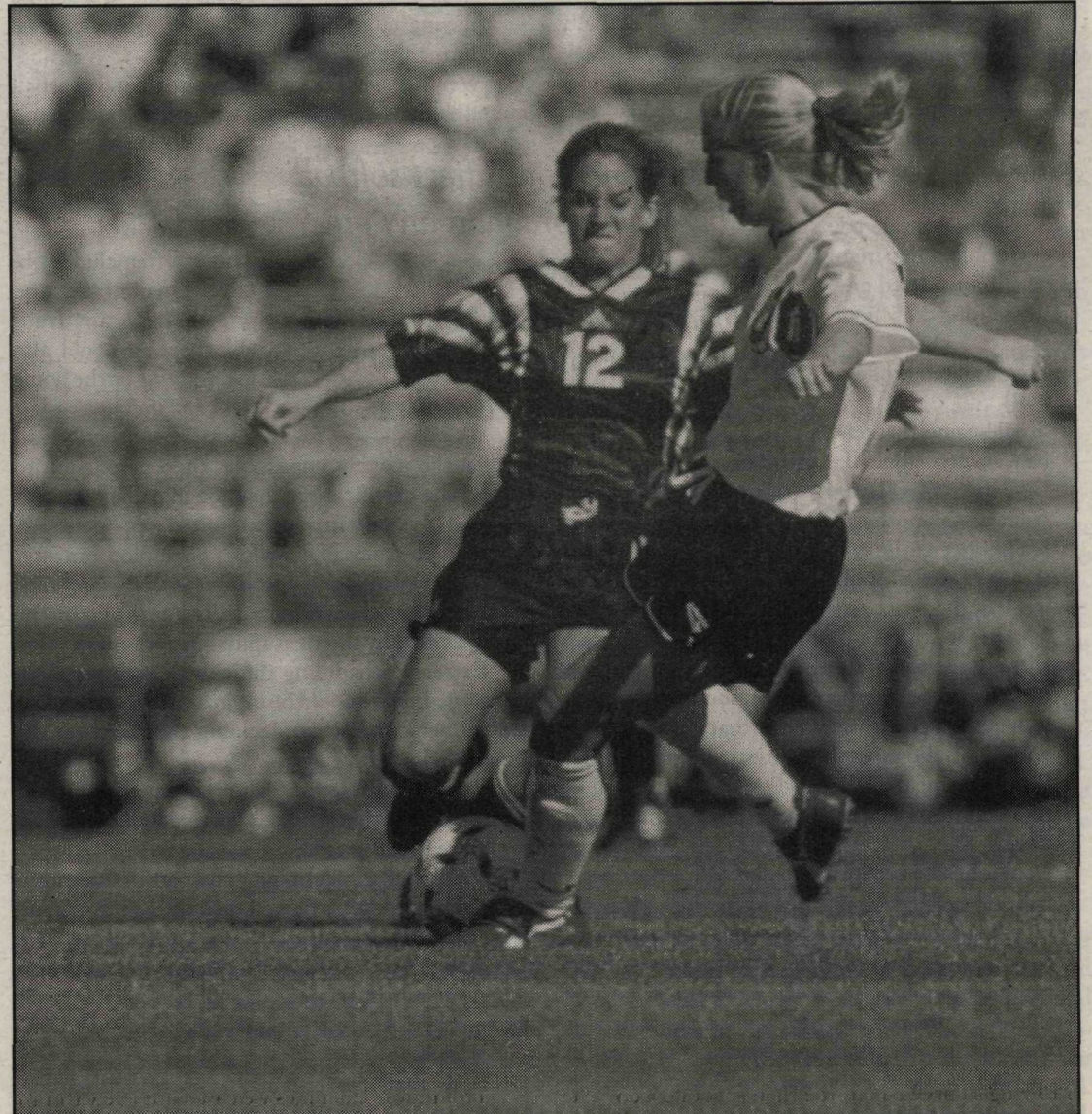


HEADS UP

Girls from Allen and San Antonio Churchill met in the state championship semi-finals, April 3 at Georgetown High School. Allen has been in the state tournament once and Churchill has made it two years prior to this year. Churchill beat Allen 1-0 to advance to the finals. Photo by Nick Kenig.

SWIFT KICK

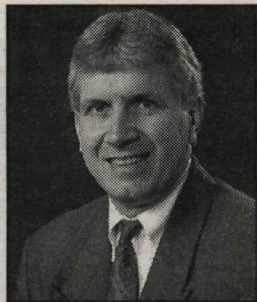
Junior Ashley West from Allen HS tries to get past junior Mandy Heintz from Churchill. Churchill lost to Arlington Martin in the state finals 5-2 in overtime. Almost 4,000 tickets were sold to the boys and girls State Soccer Tournament at Georgetown High School. For complete results, check out the UIL's Web site at <http://www.utexas.edu/admin/uil/ath/socpair/state.html>. Photo by Nick Kenig.



'The crisis of obtrusive parents'

Parents reluctant to turn over authority

Tom Penders is gone. At a recent press conference he resigned as head basketball coach at The University of Texas. He claimed this was his decision. After 208 wins and eight NCAA tournament trips in 10 years let's hope it was his decision and that he was not forced out. Whatever the case in this debate one point remains. Parents of some UT basketball players were instrumental in closing the book on a decade of exciting Runnin' Horns hoops.



Dr. Charles Breithaupt
Athletic Director

Reportedly, some parents chose to attend each practice as well as the games. There were complaints alleging Coach Penders was not fully developing the players and that he was verbally abusive. Admittedly, in most of our schools, parental support is lacking. But, how far should this support be carried?

Recently, a national convention of college administrators addressed the crisis of obtrusive parents. Part of the dialogue at this convention brought out the fact that children of baby boomers are reluctant to turn over their own children to authority. This problem certainly has become paramount with junior high and high school coaches and teachers.

In most every college education course the concept of 'in loco parentis' (in the absence of parents) is taught. This means teachers and coaches are to stand in place of parents while children are under their guidance. The parents of baby boomers readily accepted this notion. Ward and June Cleaver would never have stormed the principal's office if the "Beav" had misbehaved. Certainly Opie Taylor would have been in trouble with Andy if Miss Crump sent a note home. Parents are much more discerning and skeptical today.

Coaches have an awesome responsibility. For a parent to turn over a child to a school coach (who is sometimes a stranger) is certainly difficult. Particularly when the parents feel they have done more than an adequate job in taking the child through the pee wee leagues, Little Dribblers, Junior Cardinal League, etc. Not only have they prodded their children (sometimes kicking and screaming) through these organized opportunities, but they have paid hundreds and even thousands of dollars for private lessons and tutoring. The time and financial commitments from parents can make them feel uneasy about turning Bubba, Jr. over to the school coach.

The children of the '50s and '60s had little opportunity for organized play. The obligatory Little League experience was about the extent of team play. What did happen was that kids learned to organize their own games. They learned to make their own rules and settle their differences without much parental influence. Today's children are rarely left to organize their own games. Parents are an integral part of their athletic careers, sometimes even before they enter kindergarten.

Because of the overzealous parent, school coaches can never feel totally comfortable with their methods of discipline, style of play, selection of teams or method of substitution. All of these components fall under the scrutiny of parents. Coaches can be called into question over the teaching of a simple fundamental. Parents feel they know just as much about bunting, shooting free throws, catching a football or throwing a curve ball as the high school coach. The



parents rationalize their argument by concluding "haven't we spent countless time and money in lessons, videos and private tutors?"

Parental involvement

These problems are paramount in Texas high schools because of recent rule changes brought on by state legislation. Because students are allowed to participate in non-school competition including camps, leagues and individualized instruction at any time, coaches are finding their jobs becoming more complicated. The coaches of the '60s and '70s were rarely questioned regarding their offensive and defensive strategy. The 1990s have practically made this a parental right.

Examples:

- A school board chose to fire a successful high school football coach because he did not play a board members' son at quarterback. The young man and his father felt he was most suited for the position and resented being placed at flanker.
- An angry mother of a basketball player attacked a coach during a game because the mother felt her son was not getting enough playing time. The mother was arrested.
- Parents of a baseball player started a petition to fire the baseball coach. It seems the parent felt his son should have been on the varsity rather than the junior varsity and justified his stance by saying "well, he's been on every all-star team since pee-wee league."
- A group of parents stormed the administration building of a suburban school district demanding the removal of a volleyball coach. Allegations were that the coach worked the girls "too hard and too long."
- A veteran basketball coach of many successful seasons was forced to retire because parents of the team were upset he would not change to an up tempo style.
- Numerous coaches have been pressured to leave positions because students on their teams did not receive athletic scholarships.

From these examples we can learn a few things.

- Parents have exceedingly high expectations for their child and the coach.
- Parents are not objective when it comes to their child and team.
- Parents would rather see their child be all-state then see their team win a state championship.
- Parents are armed with facts and technology they feel enable them to be critical of coaches.
- Parents want more for their child (more playing time, more at bats, more shots, more starts) and they want it now.
- Television influences parents. They see NBA talent fresh out of high school making millions. They hear the Dick Vitales' of the broadcast world screaming that a coach "needs a TO bay-bee." This further influences them to a false sense of knowledge.

Combating obtrusive parents

What can coaches do to combat the obtrusive parent?

- Have a pre-season team meeting with parents and athletes.
- Outline goals and plans for the season.
- Discuss the importance of athletic competition. Provide handouts on sportsmanship, etc.
- Detail practice plans, times, dates, etc.
- Be honest and sincere.
- Visit the homes of the parents of your team. Talk frankly with them regarding the abilities of their child. Tell them what they can do to help their son or daughter improve.
- Be firm, fair and friendly.

As we question how a coach could be worth \$550,000 a year, we can simply look at the obvious. What is the value of a coach? Is there enough money to pay even a seventh grade "B" team coach what he or she is worth? Coaches are invaluable to our schools and to society. We cannot allow the pressures of our society to destroy a noble enterprise. Through common sense and ethical behavior we can stem the tide of obtrusive parents. School administration and coaches must work together to support one another as we adopt to changes in our society.

CATCH

The State Track and Field Meet will be in Austin May 15-16. Events begin around 8 a.m. and end around 10 p.m. both days. For a complete schedule of the events and awards ceremonies, check out the UIL's Web site at <http://www.utexas.edu/admin/uil/ath/tourn.html#track>.

Public Reprimands

BASKETBALL

Stephen Lamore, Spring Hill
Mark Johnson, Gary
Bill Hemby, Prosper
Rodney Belcher, Dallas Adams
Dwight Williams, El Paso Franklin
Calvin Rice, Beaumont West Brook
Bruce Beets, Wallis Brazos
Donnie Dutton, Silverton
Nikki Robinson, Navasota
Chuck Hall, Jacksboro
Debbie Taylor, Mineola JH
Dempsey Compton, Douglass
Ernesto Ibarra, Laredo Garcia MS
George Beltran, Alice
Robert Bocanegra, McAllen Lamar JH
Kevin Hall, Lancaster
Willie Schoen, Moran

BASEBALL

Brett Voss, Temple
Terry Massey, Brewer
Herman Johnson, Dallas Jefferson
Gary Key, Galveston Ball

FOOTBALL

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

SOCCER

Mike Orr, Clemens
Glen Waddell, Cypress Fairbanks

SOFTBALL

Amy Coulter, Alvarado

Corporate partners support UIL activities

By Brian Corcoran

Universal Sports America

In an effort to strengthen the role of athletics in education, the UIL partnered with Universal Sports America, FOX Sports SW and The High School Extra to increase corporate involvement in UIL activities this year. Charter participants in the Texas High School Corporate Partner Program all introduced unique promotions throughout the year centered on high school sports.

Texas Dodge Dealers

The "Lonestar Cup," presented by the Texas Dodge Dealers, will be given to one school in each of the five UIL classifications, based upon team achievement in each UIL sport. The winning school will be determined by a points system based on order of regular and post-season finish in each sport. Updates, managed by Universal Sports America, will air on Fox Sports Southwest's "High School Extra." Final results are scheduled to be released June 22.

Gatorade

The Gatorade "Coach Who Makes a Difference" award, has been presented each week on "High School Extra" to a deserving coach who goes beyond the X's and O's to make a difference in his or her community. Additionally, Gatorade presented five scholarship awards to schools for their commitment

to Sportsmanship on and off the playing field.

Lowe's

The "Lowe's Home Team Award" has rewarded high school sports teams for making a difference in their home towns in an effort to enhance their community's quality of life. Above their Corporate Partner investment, Lowe's Charitable Foundation donated \$50,000 to fund 40 \$1,000 weekly contributions to different Texas high schools, as well as a \$10,000 grand prize. A team's organized volunteerism aimed at charitable causes in their own neighborhoods will play heavily in determining the weekly awards. The award can also go to a team that overcomes adversity off the field.

Pepsi

The "Pepsi Performance of the Week," a regular segment on "High School Extra," features the week's top individual achievement and the "Pepsi All-Texas Team," selected by football fans throughout Texas. A gathering of the "Pepsi All-Texas Team" is scheduled for LoneStar Park in Dallas on June 20. Confirmed team members include Earl Campbell, Mike Singletary, Eric Dickerson, Joe Greene, Bubba Smith, Tommy Nobis, Tommy Kramer, Tim Brown, Mike Renfro, Keith Cash, Jerry Sisemore, Doug Dawson, Blake Brockermeier, Mike Baab, Dan Neil, Ray Childress, Billy Ray Smith, Jessie Armstead, Jerry Gray, Dave Elmendorf, Pat Thomas, Kevin Smith and Russell Erxleben.

Sonic

The "Sonic Scholar-Athlete of the Week," another regular feature on "High School Extra," has recognized 43 deserving athletes who excel on and off the field with a weekly \$1,000 scholarship. Sonic, America's Drive-In, is an advocate of education through athletics and salutes student-athletes that exhibit such high academic achievement. Sonic's Lone Star Legends Program honors past greats as well as supports tomorrow's heroes.

Southwestern Bell

A UIL Academic Leader Scholarship Fund sponsored by Southwestern Bell will award scholarships to deserving scholar athletes. Southwestern Bell is committed to enhancing opportunities for students who participate in co-curricular activities.

Ten 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.

More partners wanted

The UIL-Universal Sports America-FOX Sports SW Partnership are seeking additional partners for next year.

For investment information regarding Corporate Partnerships for your company, please contact Brian Corcoran, Director of Sponsor Development - USA, Inc. High School Properties at 972/392-5873.

Partners wanted
For investment information regarding Corporate Partnerships for your company, please contact Brian Corcoran, Director of Sponsor Development - USA, Inc. High School Properties at 972/392-5873.

Knowledge makes buying a computer less frustrating

By David Trussell

Technology Coordinator

Purchasing a computer can be an intimidating process, especially for first-time buyers. Computer advertising and computer salespeople tend to spout a lot of jargon, some of it relevant and some not. If you're not familiar with the terminology, it's easy to get lost. Even if you have a concept of what some of the terms mean, as in a computer with a faster processor and more RAM is better, you still may not be sure which machine is really best for your needs.

Perhaps you're looking for a computer for home use, or maybe you got the job of selecting a new computer for the school library or the administrative offices. Or maybe you're interested in bringing a computer into your classroom, but you want to have some solid information and real numbers to give your principal or school board or whoever signs the checks.

The first thing to determine is what the computer will be used for. These days, the typical home or office computer performs a fairly standard set of tasks. It should be capable of running the standard slate of business software applications, including a word processor, a spreadsheet application and a database application. It should also be Internet-ready and be capable of running current web browser software. Almost any new computer on the market will handle these tasks easily, although take note that you will need a modem for Internet access. Some new systems come with a modem, and some do not.

If the computer will be used for a lot of web surfing, or perhaps in a library or classroom setting for browsing interactive encyclopedias and the like, or if you just want your kids at home to be able to play games, you'll also need some multimedia capabilities (high-quality audio and video). Again, most new computers on the market can handle multimedia playback. Apple Macintosh computers come with multimedia capabilities built-in. Most PC's (IBM or

The best way to be an educated computer shopper is to gather information beforehand, preferably from an objective source. Friends who already have computers or who use computers at work are good sources. The more information you have, the less intimidating and frustrating the purchasing process will be.

IBM-compatible computers) come pre-packaged with the hardware and software they need for multimedia applications. You don't have to spend big bucks on a special "multimedia system."

Say you've determined that your new home or school computer will be used for standard office applications, Internet access (web browsing and sending e-mail), some multimedia playback, and maybe a few specialized applications like running gradebook or lesson planner software. What features should you look for as you shop for your computer?

First, you need to be sure that you're getting all the equipment you need. At the minimum, you need the computer and a monitor. Some systems include a monitor as part of the package, and some do not. The size of monitor you purchase is largely dependent on your budget and your individual needs and preferences. A 15-inch screen is fine in most cases, although 17-inch monitors are becoming more and more affordable. If you have the extra \$100-200, the larger screen is definitely worth the investment.

If you want to access the Internet, you'll also need a modem. Systems that come with a modem tend to have one that is internal, or built-in. For systems that do not include a modem, you can pur-

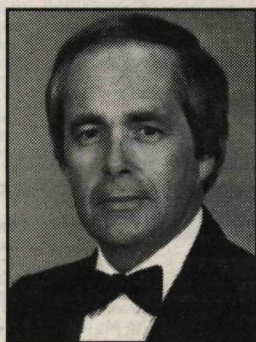
chase a good external modem for \$150-200. There is no real advantage to having an internal modem; in fact, internal modems can be less reliable and more difficult to upgrade down the road. For the best performance, go with a modem that has a data transmission speed of 56Kbps, which most new modems do. There are still a lot of modems on the market that have a transmission speed of 33.6Kbps or even 28.8Kbps. You can find good prices on the slower modems if you're on a tight budget, but if you're going to do a fair amount of web surfing, you'll be much happier with the faster model. Also, look for a modem that conforms to the new V.90 international standard (which should be noted on the packaging).

As for the internal workings of the computer itself, including processor speed, RAM and hard disk space, don't be fooled into buying more than you need. If your computer needs are similar to those described above, any system with a 200Mhz processor, 32 megabytes of RAM and a 2-gigabyte hard disk should be more than adequate. Computer advertising often plays up the systems with faster processors and lots of RAM, but the average computer user doesn't need that much power. And you can always add more RAM or upgrade the processor later if you need to. Conversely, you should also be wary of bargain-basement pricing. Ultra-cheap systems are often stripped-down models that you'll have to upgrade almost immediately. A final note: always find out what the technical support and service policies are for any computer you plan to buy. You don't want to have to ship your computer out-of-state and wait six weeks for a response anytime you have a problem.

The best way to be an educated computer shopper is to gather information beforehand, preferably from an objective source. Friends and family members who already have computers or who use computers at work are good sources to start with. The more information you have, the less intimidating and frustrating the purchasing process will be.

Marching contest reformed

This spring marks the end of a three-year study of our area and state marching band contests. This process has resulted in a number of revisions that are currently in effect including a reduction in the maximum length of the contest performance from 10 minutes to eight minutes, an expansion of the "eight-hour rehearsal rule" to include the weekend, and a significant increase in the number of bands that may advance from area to state. These revisions were adopted after much study and with the approval of the majority of Texas directors and administrators.



Richard Floyd
Music Director

The final step in this extensive process has been the modification of the actual scoring system used at all post-region competitions. These revisions place the emphasis on the teaching and execution of music and marching fundamentals while minimizing the potential for scores to be inflated by the presence of elaborate props, extensive auxiliaries, and other kinds of visual reinforcement that are nonessential to the music education mission of our band programs.

Now that the scoring system has been thoroughly field tested, the marching band study committee has recommended that the final version of this system be adopted for the 1998 marching contest season. The system will still utilize a panel of five judges. However, three judges will evaluate music only and two judges will be responsible for assessing the marching components of the performance. The new adjudication forms accompany this article. They should give directors a clear picture of the qualities that judges will be seeking.

During the coming months, an orientation packet will be developed for distribution to each adjudicator who is contracted to judge an area or the state marching contest. Included in the packet will be a concise definition of each descriptor that appears on the new sheets as well as a statement addressing our expectations for each member of the judging panel.

At the conclusion of each performance, judges will assign a numerical value to each of the elements listed on the sheet. In addition, they will be expected to utilize the plus and minus by each descriptor as a means clearly indicating a profile of each band's performance. The numbers assigned to each element will be added to determine a total raw score for each judge. As with the current system, this raw score, in turn, will be converted into the judge's ranking for all bands in a conference. These rankings will be used to determine the results of the competition. The other primary difference with the new system is that the high and low rankings will not be deleted. All judges' rankings (three in music and two in marching) will be used to tabulate the final results.

Will the system work perfectly the first year? Hopefully, because of the extensive research and careful field testing, the answer is yes. However, there is the possibility that the system may require fine tuning as it is implemented. As we do so, you may rest assured that the state office as well as the area contest chairs will monitor the process carefully to see that the new system is implemented as equably, efficiently and problem-free as possible.

Additional information including the definition of terms for all descriptors will be available at your spring region meeting.

UNIVERSITY INTERSCHOLASTIC LEAGUE
STATE MARCHING BAND CONTEST
MUSIC COMMENT SHEET

School _____ Date _____ City _____
Director _____ Conference _____ Region _____ Area _____

ATTENTION: Judges must use "+" and "-" adjacent to each descriptor to indicate profile of performance

JUDGING SCALE	GOOD	EXCELLENT	SUPERIOR	EXEMPLARY	
Brass Performance	0	50	100	150	200
+ - Tone Quality					
+ - Intonation					
+ - Balance/Blend					
+ - Technique					
+ - Effective Use					
					Score 0-200 <input style="width: 50px;" type="text"/>
Woodwind Performance					
+ - Tone Quality					
+ - Intonation					
+ - Balance/Blend					
+ - Technique					
+ - Effective Use					
					Score 0-200 <input style="width: 50px;" type="text"/>
Percussion Performance					
+ - Tone Quality					
+ - Intonation					
+ - Balance/Blend					
+ - Technique					
+ - Effective Use					
					Score 0-400 <input style="width: 50px;" type="text"/>
Ensemble Performance					
+ - Ensemble Balance/Blend					
+ - Rhythmic Precision					
+ - Intonation					
+ - Articulation					
+ - Suitability of Music					
					Score 0-400 <input style="width: 50px;" type="text"/>
Musicianship					
+ - Phrasing					
+ - Dynamic Contrast					
+ - Musical Style					
+ - Tempo					
					Score 0-100 <input style="width: 50px;" type="text"/>

UNIVERSITY INTERSCHOLASTIC LEAGUE
STATE MARCHING BAND CONTEST
MARCHING COMMENT SHEET

School _____ Date _____ City _____
Director _____ Conference _____ Region _____ Area _____

ATTENTION: Judges must use "+" and "-" adjacent to each descriptor to indicate profile of performance

JUDGING SCALE	GOOD	EXCELLENT	SUPERIOR	EXEMPLARY	
Individual Marching	0	100	200	300	400
Carriage & Stride					
+ - Carriage While Stationary & Moving					
+ - Instrument/Equipment					
+ - Uniformity of Foot Placement					
+ - In step					
+ - Uniformity of Lower Body Movement					
Execution of Fundamentals					
+ - Pivots, Turns, Facings					
+ - Step Offs/Halts					
+ - Mark Time					
+ - Manipulation of Instruments/Equipment					
+ - Other Body Motion					
+ - Recovery From Error					
Ensemble Marching					
+ - Ranks					
+ - Files					
+ - Diagonals					
+ - Arcs					
+ - Arrival at Set					
+ - Interval While Stationary					
+ - Interval While Marching					
					Score 0-400 <input style="width: 50px;" type="text"/>
Drill	0	25	50	75	100
+ - Compatibility of Marching Style with Drill					
+ - Difficulty of Drill					
+ - Frequency of Movement					
+ - Continuity and Flow					
					Score 0-100 <input style="width: 50px;" type="text"/>
Integration of Marching Components					
+ - Visual Reinforcement of Music (if present)					
+ - Appearance of Uniforms					
					Score 0-100 <input style="width: 50px;" type="text"/>
					Total Score <input style="width: 50px;" type="text"/>

Signature of Official _____

MUSIC

The three judges commenting on music performance will rank the bands on brass performance, woodwind performance, percussion performance, ensemble performance and musicianship. Each category is worth 200 points for a total of 1,000 points.

MARCHING

The two judges critiquing marching can give up to 400 points for individual marching and 400 points for ensemble marching. The drill and integration of marching components are worth up to 100 points each for a total of 1,000 points.



The TSSEC GOLF TOURNAMENT will be May 30. Watch your mail for details.

CLEVELAND HS

The State Executive Committee found Mr. Davy David, Cleveland High School Coach, in violation of Athletic Code and issued him a public reprimand and put him on probation through March 2, 1999. The Committee found Cleveland High School in violation of the Athletic Code and issued a public reprimand to Cleveland High School and put the school on probation through March 2, 2001.

BROWNSVILLE LOPEZ HS

The State Executive Committee found Mr. Robert Partida, Coach, Brownsville Lopez High School, in violation of the Athletic Code and issued a public reprimand to him, suspended him from the next two soccer games, and put him on probation through March 2, 1999.

COMPUTER APPLICATIONS

On page 6 of the *Computer Applications Mini-Handbook* under E ("Simplified Letter") insert: 4. Date should be on the first line of the letter; and 5. Date line should be followed by a quadrupled space.

KELLER HS

The State Executive Committee issued a public reprimand to Mr. Archie Myers, coach, Keller HS for scheduling three scrimmages with non-school teams, and suspended him from one basketball game.

BROWNSVILLE LOPEZ HS HARLINGEN ISD

The State Executive Committee Placed Brownsville Lopez HS and Harlingen ISD on probation in girls' soccer through Feb. 3, 1999, upheld Brownsville ISD's suspension of a fan from all activities for the remainder of the 1997-98 school year, and commended Brownsville ISD for its quick action.

WESTBURY HS

The State Executive Committee issued a public reprimand and probation through Dec. 10, 1998, to Westbury HS, with a condition of probation being if any further incidents occur at Westbury HS, the athletic program will be placed on suspension. The penalties were assessed because of abuse of officials by student representatives. The Committee also commended Houston ISD for the action it had taken with regard to the student representatives.

RIO VISTA HS

The State Executive Committee issued a public reprimand to Rio Vista HS and put the school on probation through Dec. 10, 1998, for abuse of officials by a fan. The Committee commended the administration for the prompt action.

GEORGETOWN HS

The State Executive Committee issued a public reprimand to Georgetown HS and put the school on probation through Dec. 10, 1998, because of inappropriate interaction with officials.

ONE-ACT PLAY

Students from a suspended or disqualified school are not eligible to earn points in the One-Act Play Contest that count toward the district academic championship and/or the district spring meet sweepstakes.

TRANSFER FROM LOW-PERFORMING SCHOOLS

With regard to H.B. 318 of the 75th Texas Legislative regarding Public Education Grant (PEG) intradistrict and interdistrict transfers (low performing to campus with acceptable rating): The first year of opportunity is the first year the school the student is leaving is identified as a PEG low-performing campus. The fact that a high-performing campus begins to accept PEG transfers after that first year does not negate the one calendar year of ineligibility for varsity athletics at the high performing campus.

With regard to H.B. 318 of the 75th Texas Legislative regarding Public Education Grant (PEG) intradistrict and interdistrict transfers (low performing to campus with acceptable rating): A student who has attended a private school accredited by the Texas Private School Accreditation Commission for the previous calendar year or more may be eligible for varsity athletics at a UIL member high school according to Section 440 (b) provided:

- the student's home campus (high school located within attendance zone where the parents reside) is current identified as a low performing PEG campus;
- the campus the student is transferring to is a high performing campus;
- the student transfers during the first year he or she returns to public school; and
- the student is not transferring for athletic purposes.

LOCAL ELIGIBILITY RULES

With regard to Section 403 (a): School districts with board policies that lock all four years of eligibility for ninth grade students from a 7-8-9 campus into the high school they first represent causes those students to be eligible only at that high school. In the event the school board changes its policy and the student wishes to return to the high school where the parents reside, loss of varsity athletic eligibility for at least one calendar year would occur. Local school district policies could cause a student under these circumstances to be ineligible for more than one calendar year.

OPTIONAL ATTENDANCE ZONE

With regard to Section 353 and 440: A school board may create an optional attendance zone to facilitate the opening of a new high school by adopting the following language: Students who participate in extracurricular activities who will not have the opportunity to compete for varsity district honors at the new high school have the option to attend the high school they would have attended if the new school had not been created or to attend the new school. The student would be eligible at the school they first select. If the student subsequently changes to another school within that district they are not eligible for varsity athletic competition until they have been enrolled in and regularly attended that school for at least the previous year.

WAIVER

With regard to requesting a waiver when a student has moved for athletic purposes: Any application for waiver of residence shall be null and void when either the district executive committee or the State Executive Committee determines that the student changed schools for athletic purposes.

APPEALS

With regard to appeals: When officials from both the sending and receiving schools agree that a student changed schools for athletic purposes the State Executive Committee will not hear or grant an appeal.

MAGNET SCHOOLS

With regard to separate magnet schools at one location: When separate magnet schools are located together, the ISD shall designate one of the following configurations for UIL varsity participation.

1. All components create one participant high school, and one membership fee is due for that school. Students enrolled in any of the magnet schools located at the center may represent that participant high school in UIL activities; or
2. Each magnet school within the center is considered a separate participant high school, and must pay a separate UIL membership fee. Students enrolled in a magnet school may represent only that magnet school in UIL activities.

COMPUTER APPLICATIONS

In the new Computer Applications Mini-Handbook, there are two errors. On page 6 under second page of any letter under part 3 add "c. Page number" and "d. Date." On page 7 under second page of any memo under part 3, add "b. Page number" and "c. Date."

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 un-sportsmanlike 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 participate to play in a pre-season football game.

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 Clout 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 un-sportsmanlike 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 (KINGSVILLE)

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.

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 from 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 un-sportsmanlike 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.

QUINLIN & WYLIE ISD

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

BARBERS HILL ISD

The District 22 AAA Executive Committee issued a public reprimand to Barber's Hill ISD for un-sportsmanlike 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.

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.

Distribution rights

The UIL mails 15 issues of the *Leaguer* to every public high school in Texas. Too often, they end up as packing material for the state championship trophies. The *Leaguer* contains vital information regarding UIL activities. Please distribute these to coaches and sponsors of all UIL activities, and ask them to share their copy. Recommended distribution includes the following.

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