

Regardless of the reason, coaches are responsible for playing ineligible athletes. Before the first game is a good time to check into the background of new players.



UNIVERSITY INTERSCHOLASTIC LEAGUE

SEPTEMBER 1998

Leaguer

Volume 83 • Number 1

UIL offers alternative to ~~Gang~~ activities, commercial shows

By Bradley Wilson

Managing Editor

I joined as soon as I was old enough," the dialog begins. "I wanted respect."

A second person joins in.

"I'm the leader, like a captain. And these guys are loyal."

It could be the dialogue between two street gang members or between two members of the track team. Or football team. Or band. Or debate team. Or even the accounting team.

And that's exactly what a 30-second spot produced on behalf of the UIL is intended to portray.

"We always start with 'What are we trying to say,' said Bryan Edwards, art director for a UIL television commercial sponsored by Southwestern Bell and created by GSD&M advertising. "We came up with concepts like loyalty, camaraderie, teamwork and sportsmanship. The word 'teamwork' kind of turns them off."

Ray Longoria said the key to the success of the commercial promoting involvement in extracurricular activities was to reach students.

"We had to give it to them in their language," he said.

Edwards agreed.

"If you don't talk in the visual language of kids, they'll go somewhere else," he said.

With a foundation of what they wanted to say and some concept of how they needed to say it, Edwards and Longoria along with creative director Joan Lyons, all employees of GSD&M (which handles such accounts as Wal-Mart, Texas Tourism, MasterCard and Southwest Airlines) began working with a concept.

One of the first ideas began with the final bell for the school day ringing and students rushing out of the building, obviously in a hurry to leave. Clearly, this concept dictated, they weren't in as much of a hurry to leave as they were to get to their after-school activities.

But that version of the commercial, which would run on \$30,000 worth of air time in Texas, was too clean.

So, after rejecting several other concepts, they hit upon the idea of a gun and gangs, prompted by recent events in the news.

"They join gangs because they want to be a part of something," Longoria said. "Why not take that and

turn it around?"

Turn it around they did.

The commercial, which has run several times during Houston Astros games, begins with a black-and-white shot of a handgun lying on the ground. The dialogue continues between the two unseen young men as a hand reaches down, picks up the gun, cocks it and fires it into the air.

The scene then switches to a sprinter leaving the blocks, and the gun turns out to be a starter's pistol.

"The UIL is the one organization that has stood up and said 'enough with the guns,'" Longoria said. "As an organization, UIL looks like it's in tune with the public."

And, according to Dallas Police Detective Sam Schiller, gangs are very much on the mind of the public.

"It's not just gangs existing, it's the problem of the gang influence on the culture," he said. "It's not that these are bad kids, the culture just sucks them in."

According to William Sanson, a crime analyst with the Austin Police Department, Austin alone has 275 known gangs and members join for any of a number of reasons including family tradition, money, protection or even sheer boredom.

"Gang activity is everywhere," he said.

The commercial is intended to point out that students have alternatives, something Schiller said was part of the answer.

"We could go out and arrest every gang member in the state and that's not going to stop (gang involvement.)"

He said prevention starts with education, continues with intervention and then, as a last resort, comes suppression — usually incarceration.

"So much of the adult population is in denial," he said. "They don't know what to look for. It can

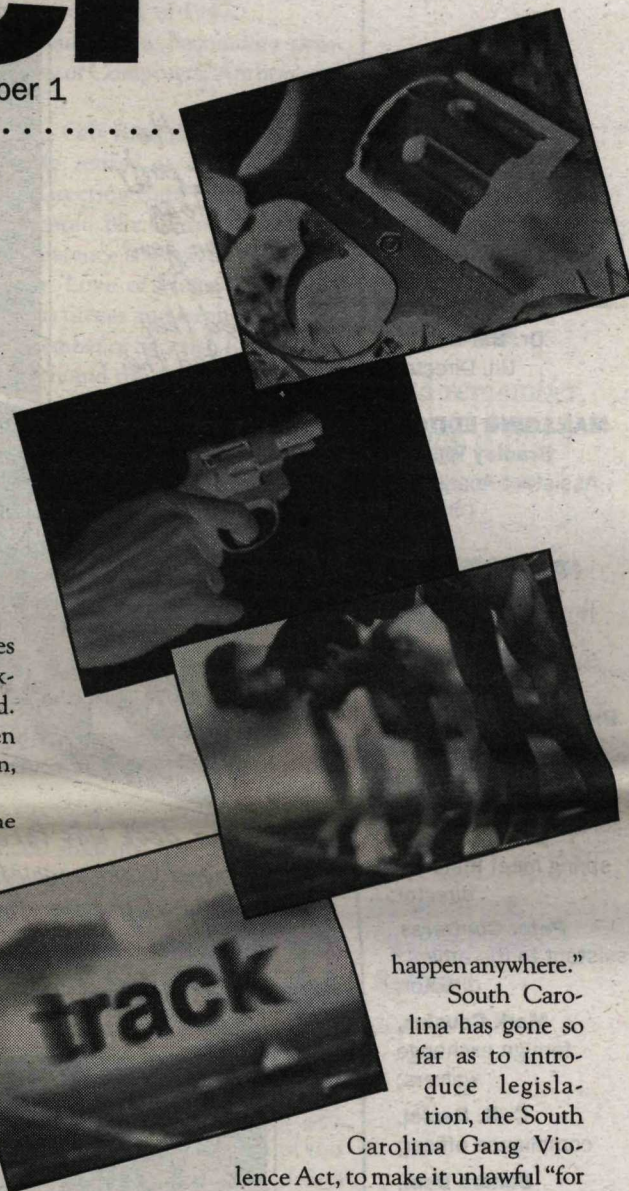
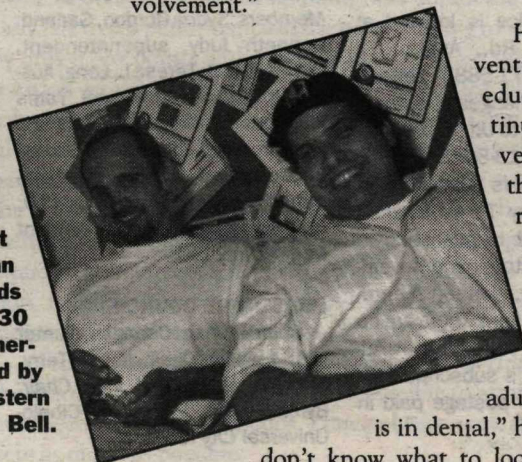


"The UIL is the one organization that has stood up and said 'enough with the guns.'"

Ray Longoria

Copy Writer
GSD&M advertising

**GSD&M
copy writer
Ray Longoria
and art
director Bryan
Edwards
created the 30
second commercial
funded by
Southwestern
Bell.**



happen anywhere."

South Carolina has gone so far as to introduce legislation, the South

Carolina Gang Violence

Act, to make it unlawful "for

a person to recruit, solicit, request, induce, counsel, command, or cause another person to be a member of a criminal street gang, or conspire to do so, or cause another to do so."

The profile of a gang member historically includes a student who has a lot of free time, comes from a single-parent family or a family with two working parents and represents a low socio-economic group. Typically they don't have an attachment to the mainstream culture.

"Kids who aren't involved are very much more likely to get in gangs," Schiller said.

However, he also said that this profile is changing and now the gang influence is so powerful that even some of the heavily involved students are joining gangs.

"These kids are looking for power and control," he said. "There's a lot of blending between the gang culture and mainstream culture."

Still, the diversionary activity, he said, is extremely important.

"It's part of an overall answer. You get kids doing something else and you change their behavior."

That's exactly what the commercial, valued at \$20,000, was intended to promote Lyons said.

"The idea scared some people," she added. "They thought it was too 'in your face.' We thought it had to be. It's a tough audience. Everyone in their gut knew it was a good idea."

Moving Daze

Occupying new UIL building consumes part of summer



EDITOR

Dr. Bill Farney
UIL Director

MANAGING EDITOR

Bradley Wilson
Assistant Academic
Director

ADMINISTRATIVE STAFF

**Dr. William D.
Farney**, director;

**Dr. Charles
Breithaupt**, director of
athletics;

Vicki Bryant, project
coordinator;

Diana Cardona,
spring meet materials
director;

Peter Contreras,
assistant to the athletic
director;

Mark Cousins,
foreign exchange
waivers;

C. R. Daniel,
compliance officer;

Sandra Deel,
financial officer;

Cynthia Doyle,
associate athletic
director;

Richard Floyd,
director of music
activities;

Sam Harper, waiver
officer;

Bobby Hawthorne,
director of academics;

Rachel Seewald,
director of public
information;

Lynn Murray, one-act
drama director;

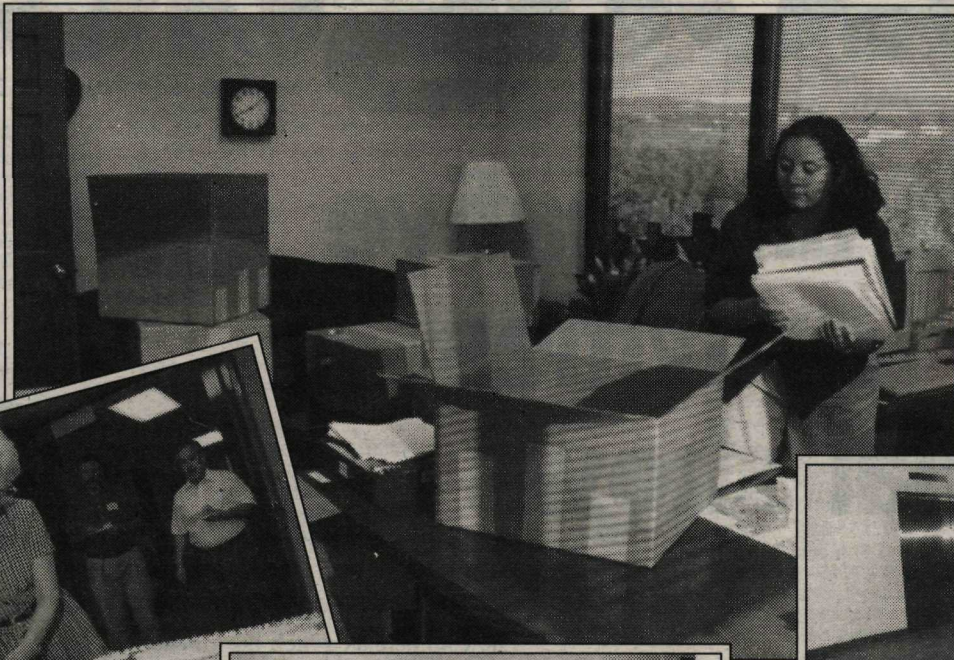
Bonnie Northcutt,
director of policy;

Jana Riggins,
assistant academic
director;

Rex Spain, assistant
athletic director;

Bradley Wilson,
assistant academic
director.

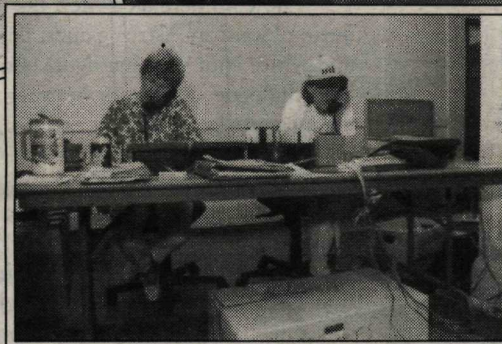
We enjoyed the going-away party that the Hogg Foundation gave us. But we're convinced they just wanted the space.



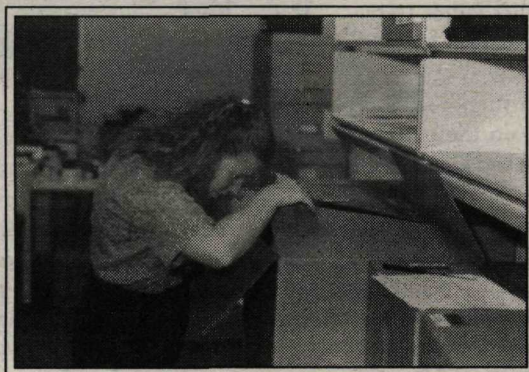
Right after last spring's Academic State Meet we began packing boxes, hundreds of them. And trying to find a pair of scissors or a paper clip was an ordeal every day.



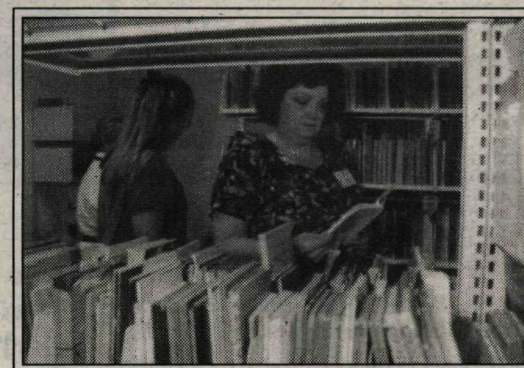
After their desk was taken away, Marueen and Vicki answered phones from a make-shift reception room. But the space Cheryl and Marueen have now is great.



The new reception area, even with the new desk, is spacious and functional.



Jenny's first assignment was to unpack the drama department's boxes. After being in the basement of another building, it's nice to have the drama department back with everyone else.



Academic coordinators got the first tour of the new building during the summer workshop. They loved the drama library and the spacious mail room.

Leaguer

ISSN 0897-4314

POSTMASTER: Send address changes to The Leaguer, Box 8028, UT Station, Austin, TX 78713.

The Leaguer is the official publication of the University Interscholastic League. The Leaguer is distributed to Texas public school administrators, contest directors, coaches and sponsors, the media, and to other interested parties.

Access the UIL on the Web at <http://www.utexas.edu/admin/uil/>.

The UIL office is located at 1701 Manor Rd., Austin, TX 78722 (512/471-5883). Letters, inquiries and changes of address should be sent to UIL, Box 8028, Austin, TX 78713-8028.

The Leaguer is published six times yearly by Texas Student Publications. It is published in September, October and November/December, January/February, March and April. There are no issues in May, June, July or August. One year's subscription is \$8. Periodicals postage paid in Austin, TX.

STATE EXECUTIVE COMMITTEE

Chairman: Larry Butler, superintendent, Stephenville ISD;
Members: Sydna Gordon, Garland; Kenneth Judy, superintendent, Crawford ISD; Teresa L. Long, Austin; Lloyd Choice, principal, Yates HS, Houston; Greg Sherwood, athletic director, Lubbock ISD; George Vaults, Bryan; A. Ronald Tidwell, superintendent, Cushing ISD; Charles Zepeda, superintendent, Odem-Edroy ISD.

LEGISLATIVE COUNCIL

Chair: Richard Cohagan, Gunter ISD; **1st Vice Chair:** James Terry, Mesquite ISD. **2nd Vice Chair:** Byron Steele, Jr., Schertz-Cibola-Universal City ISD.

5A • Clayton Downing, Lewisville ISD; James Terry, Mesquite ISD; Wayne Schaper, Spring Branch ISD; Pete Anthony, San Felipe-Del Rio ISD.

4A • Paul Whitton, Frenship (Wofford) ISD; David Montgomery, Waxahachie ISD; Don Hendrix, Crosby ISD; Byron Steele, Jr., Schertz-Cibola-Universal City ISD;

3A • Robert Ryan, Seminole ISD; Tony Daugherty, Pottsboro ISD; Dean Andrews, Mexia ISD; Newell Woolls, Hondo ISD.

2A • Don Gibson, Wall ISD; Richard Cohagan, Gunter ISD; Dan Noll, New Diana ISD; Charles Butcher, Boling ISD.

A • Bill R. Mayfield, Happy ISD; Randy Savage, Gordon ISD; Dan Jones, Trenton ISD; William (Ed) Stidham, Bartlett ISD.

At-large members • Jill Shugart, Garland ISD; Charles Herbert, Houston ISD District 10; Inocente Quintanilla, Socorro ISD; Graciela Ramirez, Laredo ISD; Pearl Trimble, Amarillo ISD; Robert Payton, Dallas Skyline; Elizabeth Treadway, Ore City ISD; Dolores Muñoz, San Antonio Edgewood ISD.

TILF awards 532 scholarships valued at over \$820,000

Over the summer, the Texas Interscholastic League Foundation selected 312 students from 666 applicants to receive new TILF scholarships. In addition, the TILF renewed 220 scholarships renewed for a total of 532 scholarships valued at more than \$820,000, an increase of \$60,000 over last year.

TILF Executive Director Dr. Bailey Marshall said, "The applicants just keep getting stronger. It seems they score higher and higher on their entrance exams each year. We had a record four applicants who had a perfect 1600 on the SAT. I feel every student who applied will be successful in college and in their chosen profession."

Of the students receiving scholarships 78 percent had an SAT (or ACT equivalent) score above 1200 out of 1600. There were 40 recipients who scored 1500 or above.

To qualify to apply for the TILF scholarships these students participated at the state level in the UIL academic program during their four years in high school. Many of students participated in the state meet in more than one activity and a number of them participated in the academic state meet more than one year.

"Our scholarship recipients continue to succeed in college better than students with similar test scores and rank in class. This agrees with research that indicates that students who participate in extracurricular activities have a higher success rate in college. I know of no other scholarship board that has selected students who have done as well as the TILF recipients. For more than 10 years the college GPA's for the TILF scholarship students have been outstanding," Marshall said.

One of the UIL's largest contributors, The Welch Foundation, increased the value of each scholarship from \$2,000 a year to \$3,200 a year, covering both new scholarships and renewals. That increase alone equals \$64,800 for 1998-99 school year.

Endowment value nears \$4 million

The TILF endowed account's value is valued at just under \$4 million and contributors pledged or gave over \$1.6 million to the endowment fund last year. Annual donations now average over \$600,000.

The major contributors were The Brown Foundation from Houston, \$100,000; Houston Endowment Inc., from Houston, \$600,000 and just over

Statistics on recipients

Grade point averages

4.0	26%
>3.5	59%
>3.0	82%

Slightly higher than the average for the past five years.

Applicants by conference

1A	136 (20%)
2A	152 (23%)
3A	138 (21%)
4A	133 (20%)
5A	107 (16%)
Total	666

Recipients by conference

1A	61 (20%)
2A	74 (24%)
3A	61 (20%)
4A	56 (18%)
5A	60 (19%)
Total	312

Recipients rank in class

First	109
Second	46
Third	22
Fourth	27
Fifth	11
Top 5 in class	215

\$913,000 from the estate of Harold Lawrence.

Harold Lawrence became interested in the TILF program when he became aware of the success ratio of the participants who received scholarships and that all funds contributed went to scholarships.

Lawrence was born in Narrowburg, New York, Sept. 3, 1905. He attended Deposit High School, graduating in 1923 and attended New York University and Dickinson College of Law. He was admitted

to the New Jersey Bar in January 1930. He practiced Law until entering the U.S. Army in January 1941. He served in the army until May of 1947.

Lawrence wrote popular music, becoming a member of American Society of Composers, Authors and Publishers in 1940.

In 1948 he formed Gift Raps, Inc. in Houston with Benton Love. He retired as chairman after merging with Gibson Greeting Card Co. in 1964.

He married Margaret Blackburn McKean of Austin in 1944. Mr. Lawrence is survived by his step daughter, Mrs. Benton Love of Houston and her children, and numerous nieces and nephews.

Lawrence was a member of Scottish Rite, Lions' Club, Unitarian Church and the American Society of Composers, Authors and Publishers.

Numerous other individuals contributed to various scholarship endowments within the TILF Scholarship Program.

Working towards goal

The TILF board is continually working to acquire more money for the endowed funds and for the annual scholarships. The goal established in the summer of 1996 was to reach \$4 million in the endowed fund by the year 2000. That goal has just about been met, and the new goal is to award \$1 million annually to the academically talented youth of Texas.

Since the late '50s TILF has disbursed \$12.3 million to over 11,000 students. The goal for the TILF is to acquire enough funds to provide scholarships for all those who are eligible.

Dr. Marshall said anyone who would like to contribute to the foundation should call TILF at 512/471-5883. All the funds contributed to the endowed fund remain in an account for that person or organization if they so desire. When someone endows a scholarship, that scholarship is given in the name of the donor. There are no administrative funds used from a person's endowment contribution; all of the monies directly benefit students and each donor receives an annual report on the success of the recipients is mailed to the donor.

"The Texas Interscholastic League Foundation Scholarship Program can't be beat for donors who are looking for a way to help the youth of Texas," Marshall said. "TILF is an investment in young minds."



And remember, no one is more vital to your success than your coach, so tell them so. Though I am what people would call a picky person, I couldn't have asked for a better experience than UIL.

**Sabrina Neff,
Plainview High
School**

Team CS winner learns of motivation, dedication

By Nichiolas Neumann

El Paso High School

Sitting in the room ablaze with light from overhead fluorescent lamps and filled with the sound of keyboards being pounded, our computer science team filled with despair. We were in last place after the written portion of the regional programming contest, and handicapped by many factors.

Our coach knew little computer science, one of our team members had not taken computer science, and during the year a computer science course was not offered at our school. Despite these detrimental factors, our team realized that perseverance was necessary. By persevering, our overall standing would likely improve, although a comeback during the programming portion of the contest was unlikely. Before the regional contest, I had realized the great odds that would have to be overcome to stand a chance of winning. Because of this, I spent many hours practicing and studying programming.

Our team worked diligently during the programming portion. Looking over at the green chalkboard every once in a while, we realized that our standing was improving dramatically due to our performance in the programming round. Down by only a few points with minutes left, our team submitted a solution to the judges that could put us in first place. Our solution was correct, and as the contest ended, my stomach filled with an uneasiness, wondering whether another team had submitted any correct solutions to take away our lead. As the results came in, my uneasiness was replaced with relief. My many hours of practice were rewarded with the first place team award in computer science. Afterwards, at the state competition, the team placed second and I received the third place individual computer science award.

From this challenge, I learned two important things. First, there are some things which seem impossible to attain but are not. Second, despite any odds, I must always work and persevere as much as possible.

During college, it is rather likely that I will encounter a course in which a perfect grade is almost unattainable. Such a course would present itself as a major challenge, as I strive for perfection. When faced with such a challenge, I will apply what I learned from the regional computer science competition. Perhaps my efforts will pay off in that I will attain the perfect grade I desire. If they do not pay off, however, I will not be content with the result but will be content with the fact that I did all possible in working towards my goal.

I will personally contribute to meeting society's future challenges by applying perseverance similar to the perseverance that I applied at the regional computer science competition. If I fail to meet a challenge presented to me, it will not be because of my lack of motivation or dedication. Thus, I will have done the best possible, and by applying perseverance, I will likely overcome many of the challenges that society presents to me.

'If you don't learn self-responsibility, then you haven't understood what UIL academics is all about'

Invitationals

Nov. 20-21, 1998

Alexander HS (Laredo)
All academic events
except CX debate
Contact: Mario
Rosales
956/717-1978
fax: 956/717-9641

Nov. 21

Texan Challenge
Invitational
Wimberley HS
UIL rules; speech only
open for 1A-5A; novice
only.
Contact: Lydia Miller-
Wyatt
512/847-5729 x. 234;
fax: 512/847-7269
lydmill@www.hotmail.com

Feb. 26

A&M Consolidated HS
(College Station)
CX and LD Debate only.
Contact: Linda Coats
409/764-5500
fax: 409/693-0212
dcoats@myriad.net

Feb. 27

A&M Consolidated HS
(College Station)
All UIL events/all new
tests.
Contact: Linda Coats
409/764-5500
fax: 409/693-0212
dcoats@myriad.net

I love hate mail for in it often resides the kernel of information, the grain of inspiration, that can be expanded with the help of various grammatical and literary devices—hyperbole, for example—into a full-blown column for the Leaguer, and God knows how I need the help.

Last spring, I received the following note, which I swear has been edited neither for content nor tone.

"To Whom It May Concern:

For your information, due to the INCOMPETENCE of UIL staff, our son was not able to compete at the state level in Computer Science. The address to which his state qualifying information packet was sent was WRONG!!! Repeated phone inquiries in an effort to obtain Region results were unanswered. The information packet was on May 12, 1998. Prior to taking any further action, if the UIL wishes to give an explanation for the apparent INCOMPETENCE of its employees and representatives which caused our son to miss the opportunity to compete at the state level and caused him and us, his parents, GREAT EMOTIONAL DISTRESS, any comments or explanations may be directed to the e-mail address shown or to my law office.

Sincerely. . ."

Being a parent myself, I am not totally oblivious to the frustrations people have with the public education establishment. For example, my daughter is not starting on her ninth grade volleyball team. In fact, she's on the B team, even though she's clearly



Bobby Hawthorne
Academic Director

A few questions

Is there a limit on the number of contests one individual can enter? If so, how many?

Except for speech, the UIL places no limits on participation except those imposed by the conflict pattern. The UIL recommends that students not enter contests that conflict, although this is not specifically prohibited. Exceptions: Students may not enter CX and LD, may enter only one extemp contest and may enter either prose or poetry but not both.

Why was the decision made to discontinue giving third place medals in academic team competition last year? My students hung their head low and felt like failures because they walked away with nothing. This is state. I think all four should have gotten something.

We want the medals to represent the level of competition and achievement. Students should receive a medal for winning at state, not for competing. They receive medals at region for winning. In individual contests, six of 12 competitors receive a medal at State. In team events, two of four receive medals. This is reasonable and equitable.

It is the coach's job to see that students do not leave the contest feeling like losers or failures. The winning is in the effort. Every student who qualified for state is a winner, and that should be the message reinforced by teachers and administrators. The Spring Meet Code states, "At all times, the competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood."

In other words, they should not walk away with "nothing." They should walk away with the satisfaction of making it to state and of giving it their best.

the most talented kid on the floor, in an intangible way, at any rate. How coaches can make these monumental blunders is beyond me.

But that's my problem. In this case, I fail to understand the need to blame others for what is clearly the responsibility of the school, the academic coach and the student to hang around the regional meet long enough to determine if he placed or, short of that, to contact either the regional or state office to determine whether he qualified for state. The UIL State Office had that information on the Monday following the regional meet, but we received a telephone call from neither the student, the parent nor anyone from the school.

Since I'm academic director, I had to craft a response. Note that I'm not an attorney and am forbidden by law to use all-caps, which took a lot of the punch from my letter. It went like this:

"I regret that your son did not compete at the State Meet, for whatever reason. I did not receive a telephone call, fax nor an e-mail message from you nor from (the) High School regarding regional results. We received these results from the region on the Monday or Tuesday following the regional meet.

"Regarding regionals:

"1. The student, his or her coach or a school representative is expected to attend the awards ceremony. This is the time when results are announced, medals distributed and awards packets handed out.

"2. If it were impossible for a person from your school to attend, then it is the school's responsibility to find out the results. The League staff is not responsible for contacting the thousands of students who compete at state. It is logistically impossible. As per the mailing of the winner's packet: the regional meet is under no obligation to mail a winner's packet. These are to be distributed at the awards ceremony. I assume they mailed the packet as a courtesy.

"In addition, the UIL mails a tentative State Meet schedule to every high school in Texas each spring. Your school administrators and coaches should have known that the State Meet computer science contest was May 8-9, and if there were a chance that one of their students qualified, they should have taken every step to determine this.

"Regarding the regional hosts: these colleges and universities host regional academic meets, often at their own expense. The administrators and in-

structors who serve as contest directors are largely unpaid and agree to conduct these contests as a service to public schools, who have a responsibility to know the rules, attend awards ceremonies and ascertain whatever information is necessary for their students to compete successfully. It is not the regional site's job to contact each student. They have neither the staff, time nor money to do so.

"I understand your anger but this situation did not arise from incompetence or apathy from the UIL staff or the regional hosts."

I've dealt with this issue before. Three years ago, a prose interpretation competitor, who had failed to attend verification in one of the speaking contests, discovered while on the way home that a tabulation error had been made and that she should have advanced from prelims to the next round. But because neither she nor her coach had attended verification, the error was not caught.

The newspapers got hold of the story, played up the "inflexible UIL" angle and quoted the kid's mother, who said the incident was reason enough to scrap the entire League, which I can only assume the reporter thought was reasonable since she put the quote in the story. Mom wanted her daughter added to regional competition, even though she had not earned the right to advance. We refused, which the reporter made appear very unreasonable.

Well, then we're unreasonable because we'll continue to refuse. Unless the process and rules are observed, we'll have chaos. So in short, skip verification at your own peril.

This isn't the typical chirpy column I write in the September Leaguer, but I might as well state it early because I'm going to repeat it often this year: the most important person in the entire UIL academic process is you. You are responsible for preparing yourself and perhaps others for competition, for knowing when and where the contests will be held, for finding out who won and who advances to where and when.

You may learn much this year about computer science, the short stories of Flannery O'Connor and/or Lincoln-Douglas debate, but if you don't learn self-responsibility, then you haven't really understood what UIL academics is all about.

So welcome back to school. And keep those e-mails, cards and letters coming in. I have five more columns to write this year.

Academic conferences set

To meet the needs of the booming Rio Grande Valley, the UIL has scheduled a fifth Student Activity SuperConference, Nov. 14. Hosted by Pharr-San Juan-Alamo ISD at Memorial High School, the conference is an attempt by the League to provide greater services to more students and academic coaches statewide.

"It stretches our resources to provide more than four conferences, but the population boom in the Valley, coupled with the enthusiasm for UIL academic competition in South Texas, make it essential that we host a conference in that part of the state," said Academic Director Bobby Hawthorne.

Janet Doyle of PSJA will coordinate the conference locally. She is available at 956/783-3355.

The four regularly scheduled conferences include:

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

The regular conferences 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.

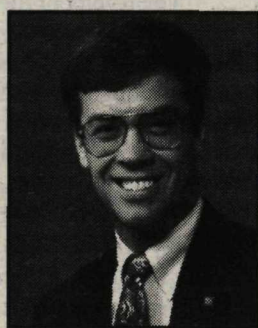
Conferences are scheduled to minimize conflicts with SAT and ACT tests, band contests and state conventions and to maximize participation by the finest students and teachers in Texas. Pre-registration is not required, and there is no fee for attendance.

Instructional sessions are designed for beginning students, advanced students and coaches. Other sessions for coaches, administrators and academic coordinators will be offered as well.

Answers readily accessible

Revised materials, Web, Q&A designed to make life simpler

Like others in our office, I too spent the better part of the summer traveling and teaching workshops. It was fun and exciting to visit New York and Kansas along with quite a variety of cities in Texas. But it was also refreshing to get back to the stability (and comfortable pillow) of Austin.



Bradley Wilson

Assistant Academic Director

From my perspective working for UIL, the highlight of the summer was the Academic Coordinators and Speech Coaches Workshop. It was almost too successful; 335 people attended, up 268 percent from last year. One reason for the increased attendance was the change in format, appealing to a wider audience including elementary and junior high coordinators and coaches. This was the first time, at least in recent history, the UIL has ever held a convention specifically targeting elementary and junior high sponsors.

But it won't be the last. More about that as the year progresses. For now, suffice it to say that the workshop is set for July 9-10, 1999 again at UT-Austin.

I was also pleased to gather together copies of the new manuals for elementary and junior high, particularly the *A+ Handbook* which now contains pretty much all the information academic coordinators at the lower grades need including excerpts from the *Constitution and Contest Rules*. Even the ready writing handbook for the lower grades has been edited, reformed and made more useful.

Of course, that didn't stop the phones from ringing.

The first question was "When are we going to get

our Participation Cards?"

You should have received them by now. They were mailed the week of Aug. 17. They are due back in this office by Oct. 1. Once we receive your Elementary/Junior High Participation Card, you'll receive, thanks to our new administrative assistant Tom Ackerman, a packet of information and your very own *A+ Handbook*—free.

The second question was "What dictionary do we use this year?"

Let's put a stop to this one right now. You can use either the Merriam-Webster's Intermediate Dictionary or the Merriam-Webster's Collegiate Dictionary. Ramona Heard is using both when she makes the test. Rest assured that the answers to all questions on the dictionary skills test and all words on the spelling list can be found in both dictionaries. Elizabeth Bartlett and Jan Nimmo at Tune In have agreed to help us check the test before they're distributed in an effort to ensure that consistency.

The next question was not unexpected, "Where do I get my materials for the music memory competition?"

As listed on the new elementary and junior high Web page, in the *A+ Handbook* and announced in previous *Leaguer* articles, you can obtain the books and CDs from Art Education Ideas or Music in Motion. They are shipping. You can order practice tapes from Avant Recordings.

The music list is correct as published. While "Bear Dance" can be listed as part of the major work *Hungarian Sketches*, according to UT Music Librarian David Hunter, "it depends." So we're sticking with the list as published. Same with Gabrieli's "Jubilato Deo" which is not a part of any major work.

Based on your feedback, I'm taking steps to ensure that more people have input into the selections for the art contest and the music memory contest. If you have suggestions, don't hesitate to pass them along.



ON LINE

The answers to most elementary and junior high questions are up on the revised Web page including sources for material, some practice questions, links to the *Constitution and Contest Rules*, and sample topics. You can even download copies of the *Elementary/Junior High Academic Materials Study Form and Participation Card* straight off the Web in Adobe's PDF format [<http://www.utexas.edu/admin/UIL/>].

Committee approves minor changes

With a light agenda, the Academic Committee members met in Austin in June and discussed a number of issues—advancing more individuals and teams, the academic point system, the conflict pattern, magnet schools—but approved no proposed major changes.

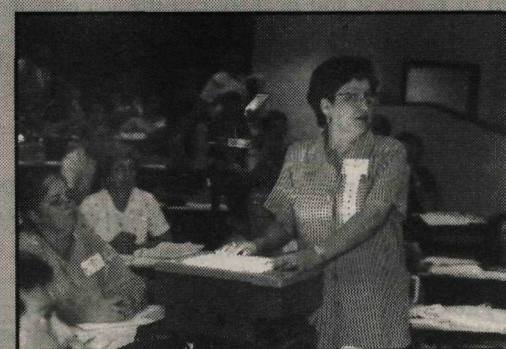
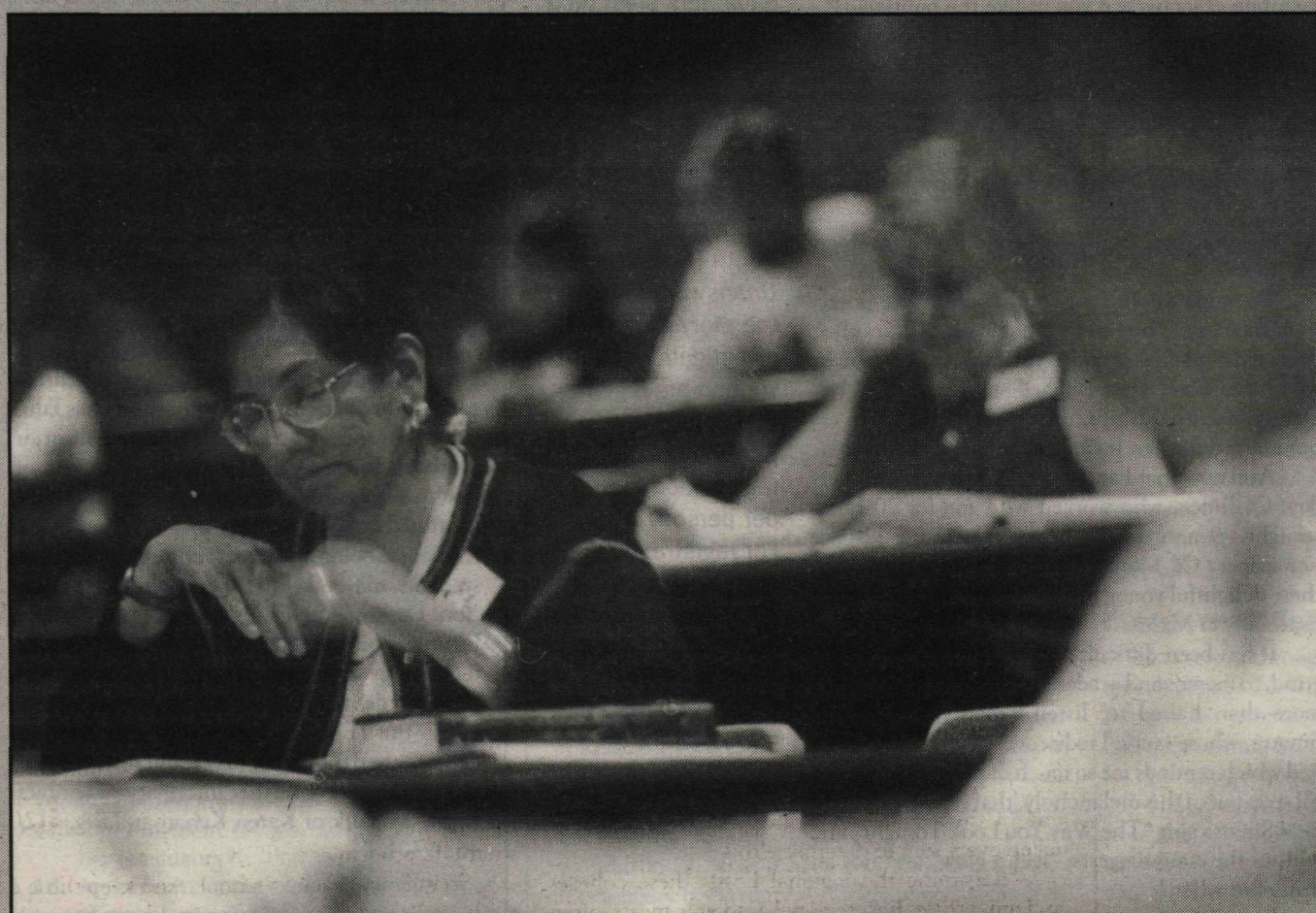
They rejected two motions to advance more teams out of district and sent to the Policy Committee with no recommendation a proposal that would assign five points to second place teams. They also sent to Policy with a favorable recommendation a proposal to award medals to octofinalists and quarterfinalists at the state CX Debate Tournament.

The committee approved proposals that would simplify procedures related to one-act play set rules, expand music memory to third and fourth grades, allow students in junior high math and science contests to use calculators, and remove the spelling requirement from the elementary and junior high art contest.

Proposals passed will be considered by the full Council, Oct. 18-19 in Austin.

Proposals rejected included:

- allowing one hour for second grade creative writing;
- allowing elementary and junior high ready writing students from fourth grade on up to use computers in competition; and
- reverting the elementary and junior high dictionary skills contest to the *American Heritage Children's Dictionary* or the *Intermediate Dictionary* by Houghton Mifflin,



Workshop informative

Thanks to dozens of speakers, like Nena Garza (above), the Summer Workshop for Academic Coordinators and Speech Coaches was a success. As one person said on their evaluation, "(The single best part of the workshop was) my being able to realize that 'I'm not alone.... There are many schools with the same problems I face. It really helps just to know that I could get in touch with others and discuss situations.'"

The conference, co-sponsored by Nystrom, producers of the official *Desk Atlas* for the elementary/junior high maps, graphs & charts competition, also allowed coordinators and coaches to visit with the vendors who supply materials for academic competitions at a Saturday exhibit.

Next year's conference will be July 9-10 in Austin. Photos by Nick Kenig.

Life decisions questioned after trip to Eastern Europe

By Bobby Hawthorne

Director of Journalism

When people reach middle age, they question some of the decisions they've made during their lives. Certainly, I have questioned a few of mine. I wonder whether I have made a difference, whether I couldn't have been more effective had I worked harder in school, had aspired to become a doctor or a lawyer rather than so often taking the path of least resistance.

I wonder why I didn't travel more as a young man? Why didn't I have a better relationship with my father? Why didn't I take the time to get to know my grandparents?

Now that I have a teenage daughter, I'd like to know what compelled me to drive my car through the plate glass window at Paul's Grill at 3 in the morning during the summer of my 17th year?

I wonder.

This tendency to second guess is particularly true of journalists and teachers. To be a journalism teacher is a double whammy. Why did I choose a newspaper career? Why didn't I stick with it? Why have I stayed at the League all these years? Of course, recent events haven't helped. My faith in the media and journalism have been so shaken by the coverage of the Lewinsky/Clinton scandal that I question whether I can, in good conscience, teach reporting or recommend to young people a career in journalism. If I am embarrassed and sickened to read the front page of the newspaper or watch the evening news, what must those who have not spent their life in journalism think?

I don't know. But I do know that if all the decisions, all the mistakes, miscalculations and misjudgments I've made in my life, large and small, were necessary to put me in the position to be chosen to teach in Budapest and Bucharest in the summer of 1998, then they were worth it. I'd do them all again: drive my car through the window, chase an old girlfriend to Los Angeles, marry, divorce, wear bell-bottoms, platform shoes and a goatee. Everything. I wouldn't change a thing.

The month I spent in Europe as part of a team for the Center for Independent Journalism was the most powerful, profound, in some ways painful teaching experience of my career.

The CIJ offers tuition-free training and institutional support to practicing and aspiring journalists in Eastern and Central Europe in the hope that a free and independent press will help the people of the former Soviet bloc make informed decisions as they struggle toward democracy. It arranged with various American organizations and foundations to sponsor workshops for select high school students in Prague, Bratislava, Budapest and Bucharest. I was asked to teach in Budapest and Bucharest with Helen Smith of Newton, Massachusetts and Shirley Yaskin of Miami.

I arrived in Hungary on Sunday, June 28. The particulars of the trip are unimportant except to say that everything I was told about Eastern Europe was misinformed or outdated. Transportation was accessible. Accommodations were comfortable. People were friendly. Food was excellent and plentiful.

Most importantly, the students were not the passive, Soviet-style robots we were told to expect. "Don't expect them to ask questions," I was cautioned. "They want to be lectured to. And wear a white shirt and tie for every class. They expect you to

be formal."

Hogwash.

I've never met teenagers more active, more engaged, more embraceable intellectually and emotionally, less impressed that I wore a white shirt and tie the first day. The Hungarian kids were incredibly charming, out-going and dramatic. They staged impromptu outdoor theater at the Budapest zoo. They performed circus acts between classes. They liked to kiss—one peck on each cheek. They laughed at everything, wept at workshop's end. I hated leaving them, particularly Anna, who had briefly attended Doss Elementary in Austin where I coached kickball for six years. Her mother is an American. Small world.

As much as I enjoyed the students in Budapest, I adored the 31 Romanian students even more. They were generous, sweet, fun, tenacious, hard-working, talented, ambitious and grateful. They weren't apathetic, spoiled or jaded. They were wonderfully innocent and naive yet worldly and cosmopolitan, hopeful yet wise without being cynical.

They had plans for themselves and their country, even though they realized it faces incredible hardships: a staggering economy, corrupt government, people long accustomed to and comfortable with state dominance. Still, they were proud of their nation and knew a lot about it.

They were intelligent, curious, thoughtful, well-read and opinionated. They were fascinated by ethics, asked tons of questions and insisted on intelligent answers. During a visit to a daily newspaper, they grilled the editors for more than an hour and a half. I took photos of students, their hands waving in the air, begging to be called upon. When was the last time you saw American students so eager to ask questions—at least of someone who didn't star in Titanic?

"When you cover political news, how do you maintain objectivity if you dislike the politician?"

"How do you maintain integrity when covering your advertisers?"

"What criteria do you use to select news when you have more stories than you can fit into the newspaper?"

If the editors tried to dodge the question or pander to the students, they asked it again.

"Pardon me, sir, but you did not answer my question."

They liked folk songs and could recite poetry from memory. They were sweet with one another. They didn't define or judge themselves or others by what they wore. They laughed at most of my jokes. Despite their hardships, they were not quick to cry but many did when it came time to say goodbye.

And now that I am home, I think of them every day. Of Ilinca, who worked with me for 20 hours straight—9 a.m. to 5 a.m.—producing a 22-page newspaper. Of Mona, Dana, Andreea and Alex, these delightful young people. Marty, Shippy, Alice. Especially of Malina.

It has been difficult to return to the every-day grind, to memos and academic eligibility. I daydream more than I used to, listen exclusively to Frank Sinatra, whose music I rediscovered while in Europe and which reminds me so much of these kids. I know I'll snap out of this melancholy, that one day soon I'll hear Sinatra sing "The Way You Look Tonight" and will, as the song suggests, "feel a glow" and not an ache. But when?

I wonder.



Attend the Texas Association of Journalism Educator (TAJE) state convention, Oct. 24-26 in

San Antonio at the Camberley Gunter Hotel. Headlining the convention will be Tom French of the *St. Petersburg Times*, who won the 1998 Pulitzer Prize for feature writing. French won the award for his portrait of a mother and two daughters slain on a Florida vacation, and the three-year investigation into their murders. He also wrote *South of Heaven*, a book about high school in South Florida and *Unanswered Cries*, the story of a murder investigation. Convention pre-registration is \$20 per person. On-site registration is \$25 per person. For registration materials and additional information, contact TAJE executive director Rhonda Moore at 512/414-2335 or rhonmoor@tenet.edu.

Some healthy, and free, advice

The receipt of the first issue of the *Leaguer* means that holiday break can't be that far away. So cheer up. You've been in class for almost a month, long enough to know which students pack heat and which you want to recruit to compete in UIL journalism this fall. It's not always an either/or decision.

You've also probably received the yearbook and, if you survived the final bill shock, you will know whether you want to send it to a complete stranger for comments and observations that you may or may not understand. I suggest that you do so. It will give you insights on how your students are feeling about right now. And you get a handsome certificate, no matter how bad the book is. It's like passing TAAS. We're not saying you're any smarter than a doorknob. We're saying you passed.

So, if you produce the yearbook by way of a Yearbook Production or other TEA-approved journalism course, submit it for rating. The purpose of the rating is to help you and your students produce the best book possible—and by "best," I mean most journalistic today, most valuable tomorrow.

I have other suggestions:

- **Order UIL journalism practice material.** It doesn't cost much and you'll get a lot of use from it. The more students practice, the more likely we are to see them in Austin next spring.
- **Order the UIL Journalism Contest Manual.** It costs \$5 and is invaluable to beginners and veteran competitors alike.
- **Join ILPC.** Remember: our services are extensive, not expensive. Membership information has been mailed to all schools. If you didn't receive it, drop me a note and I'll send more. The membership deadline to join is Nov. 1. If you join, you may submit individual yearbook entries as well. ILPC does not charge for its clip competition. Most states charge anywhere from 50¢ to \$3 per entry. With ILPC, they're free with every membership.

— Bobby Hawthorne

TEA offers technology credit for production courses

According to Anita Givens, senior director of Industrial Technology for the Texas Education Agency, if an advanced journalism or yearbook course focuses on the development of Technology Applications knowledge and skills (outlined in TAC 126.24) with the products of the course being a yearbook or newspaper, then students may take the Technology Applications Desktop Publishing course. Desktop Publishing is on the amended Chapter 74 list for technology applications graduation credit. In other words, if the journalism or yearbook course fulfills the TEKS for Technology Applications courses, then the course may count toward technology credit. For further information, contact Kathy Mihalik or Karen Kahan at TEA, 512/463-9401.

Extemp Topics

Informative

1. Why has Mike Barnicle made the news?
2. What shape is Russia's economy in?
3. What are the implications for future presidencies due to recent rulings on Clinton attorney privileges?
4. What changes has Mexico's Zedillo proposed in order to maintain the PRI's popularity?
5. Why are Republicans so interested in a campaign fund raising investigation of Clinton-Gore?
6. What terrorist acts have been committed lately?
7. How do corporate take-overs affect the U.S. economy?
8. What is Aung San Suu Kyi's role in Myanmar's struggle for democracy?
9. What are the causes of civil war in Sri Lanka?
10. The Asian Tigers: What steps have they taken to establish a healthy global economy?
11. What makes George Bush, Jr. a popular potential presidential candidate?
12. How has Mexico responded to its recent crime spree?
13. What will be in Kenneth Starr's final report to Congress?
14. Who is Henry Hyde?
15. What issues will be debated in the adoption of a single currency by the European community next year?
16. What steps can be taken to make U.S. embassies safer?
17. What are the results of welfare reform?
18. What are Garry Mauro's qualifications to serve as Texas governor?
19. What is the iMac?

Persuasive

1. Is it time to rethink the system of judicial election?
2. Will IRA dissidents thwart the peace accord in Northern Ireland?
3. Rowdy passengers: How friendly are "America's friendly skies?"
4. Was the U.S. justified in its missile attack on terrorist camps in Afghanistan?
5. Testing Teachers: Can we attract better candidates?
6. Can the UN bring an end to Saddam Hussein's resistance to weapons inspection teams?
7. Should Congress consider extending the Brady Bill 5-day waiting period?
8. The struggle between capitalism and communism: Can Russia ever achieve economic prosperity?
9. Can John Glenn save NASA's funding?
10. Jordan without King Hussein: Who could be the next leader?
11. Should there be an independent investigation of the campaign fund raising efforts of Clinton-Gore?
12. What role should the UN play in reducing tensions between Afghanistan, Pakistan and Iran?
13. What are the arguments for and against bilingual education?
14. What threat do the Kosovar Albanians pose to the Bosnian peace process?
15. Should America restrict immigration to skilled workers only?
16. Balkanization in Africa: Is stability possible?
17. Can President Clinton salvage any part of his presidency?
18. Are current climate extremes really evidence of global warming?

Start of year full of excitement

The day had finally arrived. As I walked my seven-year-old Caleb, his stomach full of first-day-of-school butterflies, to his new classroom in August, I couldn't resist the urge for a squeeze. Thank goodness he's still at the age where hugs from Mom in public are ok! Seeing the vivacious smile on his petite teacher's face gave me a calming feeling that I was leaving him in good hands. Then I darted quickly to the fifth grade hallway to take a secretive peek at Joshua's classroom. (He, of course, had strolled alone across the threshold of his classroom without mom in tow.) I was greeted by the most incredible purple and green dragon reaching from one end of the room to another and as tall as the ceiling! I have to admit the gigantic grin stretching across that broad, medieval face certainly invited me to be 10 years old again. Spied by my son, I turned on the "cool, just-passing-by look" that moms of pre-teens must quickly master, waved nonchalantly, and turned to head back down the hallway and off to work. Admittedly, a lump was in my throat. The first day of school will forever bring such feelings — I guess it's the teacher's heart in me — knowing how exciting, new and full of promise it is!



Jana Riggins

Assistant Academic Director

New poetry categories

The UIL academic year is full of excitement, as well, and promises to bring enrichment to your academic program. This summer, over 350 speech coaches and academic coordinators came to Austin to get ahead of the pack and find out what's new at UIL, as the League hosted its annual summer workshop. In speech competition, three new categories await high school oral interpreters. Poetry readers will be required to search for poets who were born outside the Americas. (category A - *Voices Beyond the Americas*) Contestants shall perform a published poem (or poems) by one poet meeting this requirement. Poets from the countries of North America, Central America and South America and their territories within the Western Hemisphere are excluded. A published poem by an anonymous poet is not permissible, and the selection may not be used in the other poetry category. Students must document the birthplace, nationality or citizenry of the poet.

The second poetry category is entitled, *Diversity and the Human Experience* (category B) It is designed to encourage students to examine cultures and perspectives beyond their own. The contestant must perform two or more published poems by one or more poets. Once again, anonymous poets are not allowed. This category asks the reader to incorporate the voices, experiences, and struggles in our multicultural society. The program should present an awareness or perspective that recognizes the political, social, and/or economic realities that individuals experience in culturally diverse and complex human encounters. Introductory and/or transitional material should be used within the program to help the audience identify the connection of one poem to another. Category B does not require documentation, but must meet category restrictions. See your *Constitution and Contest Rules* for details.

Although prose readers keep *Performer's Choice* for category B, category A - *Celebrating Authors of the Southwest*, requires that the student perform a published prose selection, fiction or nonfiction, written

by an author who was born in the Southwest United States. For the purpose of this category, the Southwest as a geographical area shall comprise Texas, Oklahoma, New Mexico, Arizona, Colorado, Nevada and Utah. Competitors will need to provide documentation of their author's birthplace in one of these states. Be sure to bring your students to SuperConferences where sessions have been designed to introduce these new categories and provide ideas for implementing them.

Debate revisions

Throughout the school year, CX debaters will investigate United States foreign policy toward Russia, and LD debaters this fall will weigh the protection of American society versus the right to bear arms. The LD topic for spring will be announced in December. Extemporaneous speakers can find practice topics posted on the UIL Web site and in the *Leaguer*. All of the UIL handbooks for speaking events have a fresh, new look, having been revised and expanded for your assistance in competition preparation.

Convention on Padre Island

For speech coaches, the perfect, positive way to start off the year will be by attending the Texas Speech Communication convention. This year's site will be the Sheraton-Fiesta Hotel on South Padre Island Sept. 30 - Oct. 3. More than 60 workshops will support the theme, "Making Waves in Texas, Making a Difference In Our World!" Texas Education Agency officials will be on hand to clarify campus implementation of the new Communication Applications course, and several out-of-state presenters and textbook publishers will add to the resources available to insure you have a successful year in speech. Also included in the programming will be a session conducted by members of the UIL State Prose and Poetry Advisory Committee covering the new interpretation categories, and a meeting of the UIL Advisory Committee where members can offer feedback on UIL and its contests. A highlight for UIL interpretation coaches will be Meet the Author, where Shelly Wagner, author of *The Andrew Poems*, will read her poetry. Already, convention reservations are filling up; overflow will be at the Holiday Inn next door, so make your plans now.

Elementary/junior high scene

On the elementary/junior high speech scene, oral reading students in grades 4, 5, and 6 will read poetry, whereas students in grades 7 and 8 will read prose. Modern oratory for seventh and eighth graders requires students to deliver a three to six minute speech. Specific wording of topics for students to select from are published in the C&CR and A+ Handbook and include the topic areas of cloning, punishment of juvenile offenders, animal rights, the war on drugs, and civil law suits against the U.S. president. Junior high speech competition also includes impromptu speaking and elementary offers storytelling for students in grades 2 and 3.

Check out Web site

I urge you throughout the year to check out the speech page of the UIL Web site. There you will find information about speech and debate events, judging, web research links, and important calendar dates for upcoming events.

I hope you're feeling a lump in your throat as I am from the excitement in surveying all the new and innovative ways that UIL competition can enhance your curriculum and the lives of your students. As the League continues to strive to complement your classwork, feel free to call me for assistance.

New topics

Prose

Category A:
Celebrating Authors of the Southwest
Category B:
Performer's Choice

Poetry

Category A: Voices Beyond the Americas
Category B: Diversity and the Human Experience

CX Topic

Resolved: That the United States should substantially change its foreign policy toward Russia.

Fall LD Topic

Resolved: The protection of American society ought to be valued above the right to bear arms.

Drama welcomes new staff member

I've been out of the office for convention/vacation for the past 18 days and I can't find my thoughts or anything else. There is, however, a good reason beyond senility. Fortunately there is Jenny. Jenny Nichols joined the UIL staff as Administrative Assistant for Drama, June 15 and was directly involved with the move to the new building. She helped Don and Ray, prior to his departure to London, organize the new space, especially my office, and unpack all those boxes that have been stored for the past four years. Since I was employed by The University of Texas Department of Theatre and Dance for the first summer term, followed by a project for the president's office, and then convention, I haven't spent much time in the new office.

I wish all of you could have enjoyed the great beauty of New Mexico and Colorado for 18 days. I know that this will sound like what I did on my summer vacation, but much of the time was cooler than Texas and the grandeur of the mountains, color of the canyons, and old towns in Albuquerque, Santa Fe, Black Hawk, Central City, and Mesa Verde demonstrate the magnitude of both man and nature.

If you have called the UIL drama department lately, you likely heard the new female voice but she is not new to UIL, UT-Austin or theatre. Jenny was a member of the state OAP company of *A Midsummer Night's Dream* from Klein High School in 1984. She received her BFA in Theatre Production and Stage Management in 1988. While she was a student she served State OAP from stage crew to stage manager. After graduation, she continued to support State OAP from stage manager to box office. UIL is indeed fortunate to have Jenny as a staff member. I am sure she won't mind if I tell you that she is also married to an essential element of the State Meet OAP family, Vince Herod, Technical Director.

Jenny is the major change in drama for the year. Don and I are the same, and the only changes in OAP rules are corrections of dates and words. The Drama Loan Library is back in operation in a beautiful space that is still a closed stack library, and we have yet to determine a space for on-site reading. We will be delighted to have you visit the new building and use the library check-out window.

Deadline Dec. 21

The play appraisal committee is back in operation. You may send scripts and make requests for additions to the basic set. Remember that the play/set deadline is Dec. 21. There are NO changes in rules this contest year.

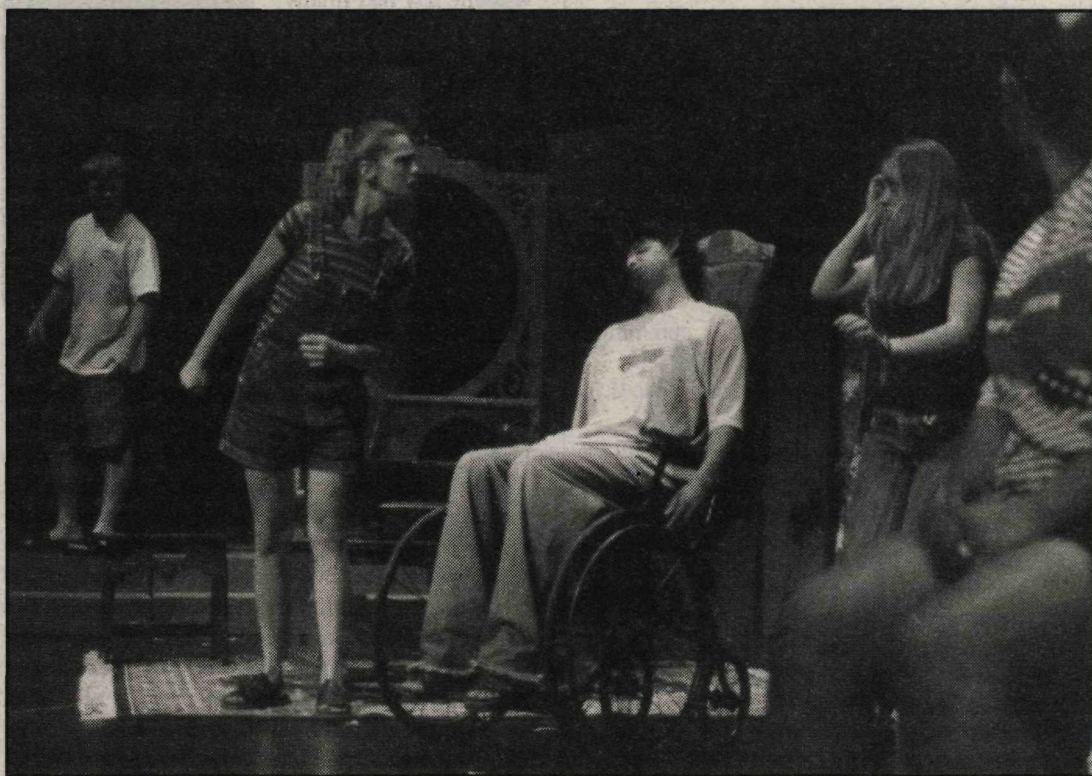
Web access critical

There is one administrative change that will help many of you. The UIL Constitution & Contest Rules is on the Web at <http://www.utexas.edu/admin/UIL/>. Under the Academics/Speech/Drama page, you will find the 1998 State Meet OAP results, Approved Lists of Plays and the current Accredited list of Critic Judges. Critics will be added periodically as dues are paid and new judges certified. Additional information is planned, and it will become essential that OAP play directors, contest managers, and critic judges have access to the Web.

The internet and e-mail are becoming a major support system for the UIL, but such technology does



Lynn Murray
Drama Director



PRACTICE MAKES PERFECT

Cast members from West Texas High School in Stinnett rehearse their performance before the State Meet last spring. The play, *Gianni Schicchi*, placed first in conference 2A competition and judges named cast members Kyle Kindy and Sarah Horton to the all star cast. Photo by Bradley Wilson.

have its problems. People who ask questions via e-mail seldom provide enough information for us to give a full, clear and accurate answer. There always seems to be a "but if," "could be" or "if your question is really." So, when sending a question via e-mail, include the name of your school or home addresses along with your phone number(s), including area code(s). The accuracy of the answer we give depends on the clarity of your question. If you want to be anonymous, just say so, we will still try to give you our best answer based on the information received.

SuperConferences

There was a note in the OAP enrollment mailing about an academic SuperConference in the Rio Grande Valley. It's a go. This conference will be Nov. 14 at PSJA Memorial High School, and Janet Doyle will serve as coordinator for the one-act play theatre sessions. Theatre directors that are willing to provide quality activities or demonstrations, primarily student-focused, that help promote skills used in preparation of a UIL play entry should contact Janet directly. The school phone is 956/783-3355 or fax 956/783-3385. Don't wait for a call from Janet or arm-twisting from this office. Good sessions in acting, voice, movement, improvisation, auditioning, stage combat, make-up, scene work or character development will help improve all theatre programs. Several of you promised to help with this program during our preliminary discussions last February in McAllen. I expect you to call Janet ASAP. You might also thank Janet for her willingness to serve.

Those outside the valley should plan for University of North Texas, Sept. 19; Texas Tech University, Sept. 26; UT-Austin, Oct. 10, or Sam Houston State University, Oct. 31. Most sites will provide theatre programming 9 a.m. to 3 p.m. There will be lunch sessions for directors and sessions until 4 p.m. at some sites. Preregistration and a registration fee is not required. There will be a cost for lunch sessions. I look forward to visiting you at one of these sites.

Selecting a play

This is the best time to find the right script for a particular group of students. I encourage you to start now. If you didn't read *Leaguer* columns last year, you should find them in your school library or maybe even the coaches' offices. Take time to scan "A Play for All Seasons" in the *Handbook for One-Act Play*. Old hands (experienced directors) are probably tired of my repetition but even the experienced should constantly review the attitudes of their school and community. Don't wait for the play/set deadline to seek publisher approval. Because you saw a play produced last year, even at the State Meet, does not guarantee that permission will be granted this year.

Cleaner restrictions will be imposed on musicals and characters added to the acting edition cast listing. General requests will not be honored. Characters added must be interactive with those in the script; they must be characters, not musicians, singers, or crew members on stage. If there is any question of clarity in a script, you are responsible for providing specifics with the request to this office as per section 1033 (c)(2)(C).

The use of "music" in "musicals" submitted as "non-musicals" will be reviewed very carefully. The use of an instrumental version of a song used as background for speaking the song will be denied. Any music from a musical will not be approved unless it is "without which the play cannot be produced." The play appraisal committee has been instructed to review carefully each request. Just because you have seen it done before does not even suggest that it was approved or will be approved in the future.

Memorial scholarship created

I regret to report that Richard Hossalla, chair of the Theatre Department at Southwestern University died July 8. For almost 20 years he served his community, the theatre community and the UIL. A scholarship at Southwestern in Hossalla's name is being established.



NEW STAFF MEMBER

Jenny Nichols joined the UIL drama department as an administrative assistant this summer.



UIL One-Act Play has taught me more than just the art of theater. We learned to trust one another, to acknowledge other people's feelings and needs, and to be open and honest about our own feelings.

Traci Lynn Screws
Ozona HS

Heroes make quality decisions

Young athletes may not realize long-term consequences of specialization

I admit I have always been a hero worshiper. Sandy Koufax, Bob Gibson, Bart Starr, Bob Cousy, Bill Russell, Nancy Lopez, Roger Staubach, Larry Bird and Earl Campbell are just a few of those idolized in my early years as a sports fanatic. Throw in Greg Maddux, Mark McGwire, Emmitt Smith, Dan Marino, Ken Griffey, Jr. and Michael Jordan, and I have developed an impressive list of sports stars.

Following these sports figures through the ups and downs of their careers I have scanned the sports pages each day to chart their progress. I have watched them on the Game of the Week, their performances an important reference in my daily life.

Following the trials and tribulations of these heroes has been heart wrenching at times. For someone who loved the hustle and talent of Pete Rose, the downside of his gambling conviction weighed heavily. The drinking problems of former Yankee great Mickey Mantle saddened me as it saddened other Americans. Like many I was disappointed by his problems and devastated by his death.

Through this hero worshipping of sports legends I have learned one thing. These heroes can let me down. Just as President Clinton has proven recently, even those held in the highest esteem and in the highest position are only human and subject to the roller coaster ride of human life.

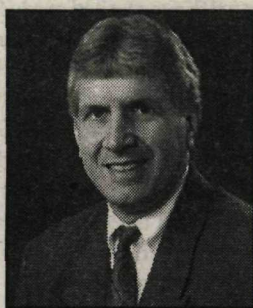
Many sports enthusiasts are doing as I have done. They are following the efforts of high school athletes. Yes, these athletes drop the ball from time to time, but their efforts should be extolled. There seems to be heightened interest in following high school sports.

So, I have found a new hero. She is a 17-year-old athlete at an Austin area high school. She is a young lady who participates in volleyball, basketball, track and plays the clarinet in the band. She is also a member of the Fellowship of Christian Athletes, while taking a course load full of challenging classes. All of this in a 5A high school.

In an age of specialization her accomplishments are practically unheard of today. Participation in any extracurricular activity is subject to the pressures of specialization. Parents, coaches and peers are all guilty of coercing young people into specializing. Parents have their eyes on scholarships, peers tug for the allegiance of their friends and coaches vie for additional time with an athlete.

These pressures from home and school lead to the same trials and tribulations professional athletes have endured. This inevitable tug-of-war takes place with any good athlete. The burden to perform at a high level is pressure enough without the constant barrage from friends and family to specialize in one activity.

Included in this formula is the non-school guru. This is the summer league coach who feels he knows more about what is best for the young athlete than the school coach or even the parents. This non-educator sells the parents and the athlete a bill of goods promising exposure to college coaches,



Dr. Charles Breithaupt
Athletic Director

travel, equipment etc., forgetting the emotional, social and physical development of the youngster.

These non-school "agents" pressure student athletes to specialize, telling them to focus on one sport. This, they tell them, eliminates the risk of injury and increases the exposure to college recruiters. Do this and you can make it to the pros, they say.

When the athlete returns to school they may choose to heed this advice when faced with making a decision about their future. Students are not told that only two percent of all high school athletes receive college scholarships. Young people tend to forget the long-term consequences of these decisions. The opportunity to participate in a myriad of high school extracurricular activities comes along only once. Surrendering this opportunity for a chance to get an athletic scholarship is a gamble many athletes lose.

School administrators and coaches need to be aware of the pressures placed on young athletes. These pressures reach as far as the junior high level where highly skilled young phenoms are already being wooed by college recruiters and summer league agents. Educators must stem the tide by providing excellent programs. Within these programs students must be guided to make quality decisions.

regarding their high school career as well as their preparation for college.

That is why I admire Kendra Doyle, the aforementioned high school athlete from Pflugerville High School. She epitomizes the efforts of quality decision making. She along with her mother and her coaches have made the proper decisions regarding both her high school and college careers. She has not been swayed by those who would have her specialize.

Kendra has not sacrificed her youth to chase her dreams. She has experienced and embraced high school athletic activities without sacrificing her academic and fine arts education. Kendra has listened to the voice of reason which says high school extra curricular activities should be fun. Because of this she has many great memories as she enters her senior year.

While being involved in these activities it is important to note that Kendra has not just participated, she has excelled. She has participated in varsity volleyball for two years and varsity track for three. She advanced to regional competition in five events last year. All this while making good grades, being a Christian example to her peers, role model to her younger sister Kaitlin, and a helping hand to her working mother.

Kendra is my hero. She should be yours too. We should worship her effort rather than the overblown earned run average of some overpaid major league pitcher. We should be envious of her ability to make quality decisions rather than idolizing egotistical professional athletes who can't seem to ever get it right. We should support her career as she experiences the high ideals that all extra curricular activities promote. These are things that make heroes of ordinary people.

There are Kendra Doyles in every community, fine young people who wish to experience all that high school brings. I urge you to find them and celebrate their accomplishments encouraging them as well as others to enjoy all activities our schools offer. The support of educators in the lives of American youth will easily outweigh any negative impact placed upon them by non-school agents.



FIRST TIME OUT

On their first day to practice with pads, eighth graders Jace McCown and Thomas Gilpin practice catching the ball and tackling. Photos by Bradley Wilson.



A HEAT WAVE

Coaches all across the state kept water readily available for players such as Sean Hinshaw as temperatures during late July regularly topped 100°F.



COFFEE CLUB

In Round Rock, Canyon Vista Middle School Head Coach Moe Cotter spends time every morning after practice talking with parents who have come to watch.

Coaches held responsible for ineligible students

As a coach, how far must I go to investigate the eligibility of a varsity player? Am I, as a coach, held responsible if I have done all I can to find out if the student is eligible, only to find out that they falsified an address or school record or birth date? What if things change after the start of the school year and I am not made aware of the change? As we begin the new school year, painless precautions regarding varsity eligibility may seem trivial. However, the time, energy and inconvenience saved by doing such a trivial check is well worth the time.



Cynthia Doyle
Associate Athletic Director

Coaches shoulder all the responsibility of playing an ineligible player. If athletic directors fail to request paperwork, it is the coach who puts the player on the floor. If teachers fail to average grades in a timely manner, it is the coach who puts the ineligible student on the floor. If parents move about without a proper change of address, it is the coach who puts the kid on the floor. When a guardian lies about the length of time that a student has lived with them, it is the coach who puts the student on the floor. That is why the coach must take time at the beginning of every season to teach the team about responsibility and reporting.

One of the most effective ways to investigate the eligibility of an athlete is to have a good rapport with the team. The combined knowledge that students share about one another is paramount. Students know who lives where, or why someone moved. Knowledge is verbalized as soon as an ineligible player is exposed. Exposure brings out truths about eligibility that should have been shared prior to the player being allowed to participate.

As much as we don't like boring UIL laundry lists, a good time to use one is when you are checking eligibility. For example, at the beginning of every season coaches should investigate

- any student new to the school or new to the district;
- any student who turned 19 on or before Sept. 1;
- any student who did not play varsity level the

previous year;

- any student who competed in a non-school competition; and
- any student who applied for and received a UIL waiver the previous year.

Any one of the above mentioned students could be eligible or ineligible according to UIL rules. Each situation has a story behind it that coaches should review before allowing the student to play at the varsity level. Unfortunately, parents and students may feel that restrictive rules are written for others and that because of a unique circumstance they are outside of the rule. Some choose to go through the waiver process, and some choose to lie.

When confronted, adolescents should be embarrassed if proper measures haven't been taken to allow them to play without the fear of disqualification. We have families that would jeopardize the school team for selfish reasons rather than admit wrong-doing. Parents circumvent rules and employ their children

as co-conspirators. Some students are even asked to mislead coaches about themselves and about fellow teammates about things that affect eligibility.

Coaches sometimes don't take time to ask simple, direct questions to athletes; and parents plead ignorance about the rules. The fact that parents (sometimes with the help of coaches) have gone through so much trouble trying to circumvent the rules doesn't seem to phase them. Unless coaches specifically address issues that can affect eligibility, who can guess how much students really know about UIL rules. Simple questions directed at your team members can't guarantee that every student is eligible. Questioning students can't force them to tell you the truth about where they live. What a team meeting can do is appeal to the conscience of students or at least alert students that the conditions they are competing under might jeopardize the season for the entire team. It demonstrates that eligibility is one of the most important concepts of team sports.

Talking to players can be as simple as asking them:

- if they had classes not passed the previous year;
- if they accepted products, money, services or awards while playing on summer teams;
- if they have repeated a grade, or if they are a fifth year senior;
- if they live with someone other than their parents;
- if they live outside of the district attendance zone;
- if they have ever been penalized by another UIL school before entering this school;
- if they have participated in grades 9-12 at other UIL schools;
- if they are a transfer student; and
- if they have ever dropped out of school for any period of time.

Even these questions cannot guarantee eligibility. Inspecting completed forms, including the Previous Athletic Participation Form, is one more thing every student new to your school and new to your

program should have prior to varsity participation. Many coaches even go so far as to do a "Welcome to the Program" home visit for any athlete playing varsity for the first time. It is a way to double check information submitted on forms and to see for yourself if things are as they seem.

Even though we safeguard our programs as

much as we can, we still have questions about eligibility. As much as we work to safeguard the program, there are those who work just as hard to circumvent the rule. But the person who will work the hardest is the person, player, coach or parent who can prove that one of your players is ineligible. Know that no matter who is at fault when an ineligible player is put on the court, it is the coach's responsibility.

If you have questions about students who have joined your program, discuss them in your district executive committee meetings or call the UIL office. Our answers are not always popular but neither is the decision to use an ineligible player.

One of the most effective ways to investigate the eligibility of an athlete is to have a good rapport with the team. The combined knowledge that students share about one another is paramount. Exposure brings out truths about eligibility that should have been shared prior to the player being allowed to participate.

Foreign Exchange Programs

accepted by the Council on Standards for International Educational Travel • 1998-1999

Academic Adventures in America
Academic and Cultural Exchange
American Council for Teachers of Russian/ACCELS
Adventures in Real Communication
AFS-USA
American Association of Teachers of German
AIFS Foundation
American Intercultural Student Exchange
American International Youth Student Exchange Program
America-Israel Friendship League
Amicus
Amigos de las Americas
ASPECT Foundation
ASSE International
ASSIST
Association for Teenage Diplomats
AYUSA International
Center for Cultural Interchange
Center for Educational Travel
Children's International Summer Villages

CIEE-SPA
Council for Educational Travel USA
Cooperative Extension 4-H Youth Program
Cultural Academic Student Exchange
Cultural Homestay International
Educational Resource Development Trust
EF Foundation
Educational Merit Foundation
IntoEdVentures
Face the World Foundation
Foreign Links Around the Globe
Foreign Study League
Foundation for Academic Cultural Exchange
Foundation for Worldwide International Student Exchange
Iberoamerican Cultural Exchange Program
Intercultural Homestay Services
International Cultural Exchange Services
International Fellowship
International Student Exchange
International Student Exchange of Iowa

Nacel Open Door
NASSP-School Partnerships
Nord America International
Northwest Student Exchange
Organization for Cultural Exchange Among Nations
Pacific Intercultural Exchange
People to People Student Ambassador Program
Presidential Classroom for Young Americans
Program of Academic Exchange
Project Harmony
REACH
Rotary International
Southern California and Nevada Youth Exchange
School Year Abroad
STS Foundation
Summer Discovery
United Studies Student Exchange
World Experience
World Heritage
World Learning
Youth For Understanding

Public Reprimands

BASKETBALL

Rodney Belcher, Dallas Adams
Calvin Rice, Beaumont West Brook
Nikki Robinson, Navasota
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
John Darnell, Sulphur Bluff HS
Terry Young, Leggett HS

BASEBALL

Brett Voss, Temple
Terry Massey, Brewer
Philip Franklin, Cypress Creek HS
David Mayes, Sweetwater HS
Glen Holmes, Dallas Lincoln HS
Greg Dickerman, Joshua HS
Fred Howard, Carrollton Newman Smith HS
Terry Pirtle, Pine Tree HS
Mike Lee, Pine Tree HS
Lee Brown, Galena Park HS
Eric Martin, Sugar Land Willowridge HS
Lew Prestidge, Mineola HS
Mike Campbell, Lewisville
Derek Matlock, Fort Worth Eastern Hills HS
Ken Barington, Llano HS
James Saucier, Llano HS

FOOTBALL

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

SOCCER

Raymond Grash, San Antonio Edison HS
Roland Fitzgerald, Houston Worthing HS

SOFTBALL

Jim Grimm, Austin Reagan HS

Meet deadlines; don't ignore the small stuff

Right when you think the whirlwind will never end and you are starting to feel like Dorothy in the Wizard of Oz being blown hither and yon, a dose of reality called the first day of school hits you right smack in the face. My question is not where did last week go, rather my question to you is where did the entire summer go?

As you may or may not know, summer at the UIL is a barnstorming two and half months. We are going full blast in a non-stop fashion. Meetings, clinics, coaching schools, updating manuals and in services seem to fill every waking moment of our staff's time. If you try and take a little time for yourself to be with your family, you had better be prepared to do it on the run. If you are not careful all of that running will catch up to you.

I know I might preaching to the choir on this subject when addressing teachers and coaches. What with summer school, summer clinics, summer leagues, summer tournaments and hopefully some time with the family you find yourself going to bed on



Rex Spain
Assistant Athletic Director

District certification deadlines

Team Tennis	Oct. 27
Volleyball, 4A	Oct. 27
Cross Country	Oct. 31
Volleyball, 2A, 3A & 5A	Oct. 31
Volleyball, 1A	Nov. 3
Football	Nov. 7

Friday night thinking, "oh no school starts Monday and I have to get ready!"

In our moment of panic-stricken anxiety let us not forget the small stuff. Be sure and pay attention to the details of making sure you have all the proper paperwork both for your district requirements and the UIL paper work as well. This will save you from the big headaches later on. I'm sure that your school has a copy or at least access to the *Constitution and Contest Rules* as well as *TEA-UIL Side by Side*. Not that our staff doesn't mind visiting with you whenever you call, but a working knowledge of these two documents could save you a lot of phone calls and probably some sleepless nights as well. Review sports specific information for any rule changes on the state

or national level. Be aware of the do's and don'ts as a coach in a public junior or senior high school. Simple things like knowing when your sport's district certification deadline is. When is your sports area certification deadline? When are the dates for the regional tournament for my sport? Does my sport even have regional tournaments? When are the state tournament dates for my sport? All of these things may seem simple and mundane now but wait and misapply a rule or make a mistake on the proper procedure for certification and see what kind of shape that lands you in.

It seems like when we get ready to go back to school we sometimes spend more time choosing our kids back to school clothes than we do paying attention to the small details of our jobs that later on can turn into big problems. I am sure you have heard the old saying, "don't sweat the small stuff." I do not think the author of this saying wished it to be interpreted as "ignore the small stuff."

We know the beginning of school can be very hectic. However, take a few moments to get prepared to enjoy a very successful school year.

One of those small details and dates that 4A and 5A team tennis coaches need to know is that the state team tennis tournament has changed sites from UT to the World of Tennis in Lakeway Nov. 6-7. Just a parting backhand to see who was paying attention.

The state team tennis tournament has been moved to the World of Tennis in Lakeway Nov. 6-7.

Some questions never go away

Coaches must be full-time; late entrants can't play

Some coaches will have you believe that they can sense a change of the playing season by just the smell of the air.

At the UIL, we can gauge the change of seasons a different way. After you have worked at the UIL for several years, you begin to get a feel for the what type of questions to expect and at what time of the school year to expect them. "When is the first day we can workout in pads?", for example will come the first week of August from a football coach.

Another will ask, "if I scrimmage on Thursday, when is the next time I can scrimmage again."

On the other hand, some questions never go away. That's not all bad. Those type of questions indicate to us in the athletic department that some type of change or trend is occurring in the schools and maybe we need to rethink current rule or policy.

Two type of questions come to mind for me.

Full-time defined

The first deals with who can help me coach at the high school level. The junior high school requirement is different, but in high school to coach the individual must be a full-time employee of the school district.

Here's where it gets confusing. Define "full-time"? Ultimately that definition is going to have to be made by your local school district, but we can offer these guidelines. Full-time means that the person is under contract to the school which the athletic team represents for the whole scholastic or calendar year, and the person has enough contractual duties to be considered a full-time employee by the Teacher Re-



Peter Contreras
Asst. to the Athletic Director

tirement Systems (TRS) and state law.

That's straight out of the *Constitution and Contest Rules*. The following is saying the same thing but in a different way. TRS minimum employee eligibility means a minimum of one-half of the time required of the standard workload (minimum of 15 hours per week for non-certified and 20 hours per week for certified employees), AND earning a salary comparable to one-half salary earned by a full-time employee in a similar position, AND is under contract to the school board for the whole scholastic or calendar year for his/her coaching stipend.

Of course, there are exceptions to everything and this situation is no different. A retired teacher/administrator who has 20 or more years of experience may serve as an assistant coach in all athletics and as a head coach for golf, tennis, team tennis, cross country, track and field, and swimming. Also, student teachers, while they are assigned to a participant school to fulfill their student teaching requirements, may volunteer to serve as an assistant coach in all athletics provided they are not paid.

As mentioned before, the junior high school requirement is not the same. A person does not need to be a full-time employee of the school district to help coach. Whomever you select to help at the junior high school, that individual must have local school district approval. The junior high school level is an ideal place for the student teachers to get their feet wet so to speak, but that call is for you to make on a as need basis.

Entering school late

The second question has to do with students entering your school after the first day of the school year.

We all know that a student enrolling in school after the sixth class day must sit out 15 calendar days before he or she is eligible for varsity athletics. Other abnormal entries into your school are not that common and can cause confusion.

Some examples of those "different" situations are:

- Students who enter school during the middle of an evaluation period after the first six weeks of school must complete a three-week evaluation period prior to establishing eligibility for varsity or sub-varsity athletics. Those entering after the first start of school but before the end of the first six weeks must be passing all classes at the end of the first six weeks.
- Students who drop out of school and return within the same school year, the grades at the end of the last three week grading period should be used to determine eligibility for varsity of sub-varsity athletics.
- Students who begin school the second semester are treated almost as if they are entering school at the beginning of the school year. The credits the students brings with them from the previous year determines if they enter as an eligible or ineligible student (the five credits the previous school year no longer applies). If the student enters ineligible, he or she must wait a minimum of three weeks while establishing eligibility by using the three week evaluation period.
- Students who change grading periods and schools are the same (i.e. the calendars of the two schools involved are not similar), the local school district determines how the instructional days will be used to determine eligibility at the new school.

No two situations are alike, although they seem that way. Employment of coaches will continue to be a question as long as a shortage of coaches continues. The many situations dealing with students' abnormal entry into school, I'm afraid, is just a reflection of every day life. The *TEA-UIL Side By Side* is a great reference when questions arise about a student's eligibility in those abnormal entry situations. If you do not have a *TEA-UIL Side By Side*, call us. We will answer your question and then send you a copy.

E-mail: almost a requirement for educators

By David Trussell

UIL Technology Coordinator

Rapid growth of the World Wide Web has added many bells and whistles to the Internet, with more new features coming on-line all the time. From streaming audio and video to on-line conferencing to interactive Java applets, the web's flexibility makes for endless possibilities. These new technologies are fun as well as functional, particularly as fast computers become more affordable, and as high-speed Internet connections become more widely available. However, one of the oldest and simplest applications of Internet-based communication is still one of the best — electronic mail.

E-mail has been around for decades, and it really hasn't changed much through the years. The simple exchange of pure text is an easy way to communicate with anyone almost anywhere, and it doesn't require the newest computers or the fastest Internet connections. E-mail really doesn't even require paying for Internet service. There are several companies that provide free e-mail services, from Juno (<http://www.juno.com>) to Microsoft's Hotmail (<http://www.hotmail.com>). The user just has to have access to an Internet-connected computer somewhere, which in many communities is as simple as visiting a public library.

Improved functionality of e-mail client software has also made sending and receiving mail even easier and more efficient. Most e-mail clients (including Eudora, Microsoft Outlook Express, etc.) have features that allow users to record e-mail addresses that are used frequently. The same feature also allows for the grouping of addresses, so the same message can be sent to several people at once.

Most e-mail clients also have built-in filtering functions that allow users to presort incoming messages. For example, each issue of an e-mail newsletter can automatically be directed to a particular folder. Filters also provide a means of dealing with a growing electronic nuisance — junk e-mail, or spam. Users can set up a filter that automatically deletes messages that

Smileys

used in e-mail messages to convey emotion or tone

Conventional	%-(confusion	:-* Oops!
:-) smile	:'-(crying	#-) partied all night
:-(sad	&:-) curly hair	:+(punched nose, hurt
:-) sarcastic (wink)	:-)) double chin	:-< real sad
:-o shocked	<:-(dunce	:-# said something he shouldn't have
Less conventional	8-) excited	(-.) secret smile
':-) accidentally	:-@ extremely angry	>:-(sick and tired of reading this nonsense
shaved off one of his eyebrows this morning	C:# football player	:-! smiley bland face
0:-) acting very innocent (halo)	(:-) frowning	-/- stirring up trouble
%-) after staring at the terminal for 36 hours (or broken glasses) (or cross-eyed)	:(frowning	:-O surprised (or user can't find shift key)
(:-& angry	(8-)) glasses, moustache and a beard	=-O the Enterprise
(:- Australian	(:-... heart-broken	:-& tongue-tied
%-I been working all night	%-} humor variation	=):- Uncle Sam
!!:-) being brained by a baseball bat	O-Z< in a big hurry	:-\ VERY sad
(:+) big nose	O-S< in a hurry	__/Vulcan salute
(:<) blabber mouth	* kisses	(-E: wearing bifocals
!-(black eye	(:* kissing	(8-) wears glasses
:-! bland face	C:-) large brain capacity	:-) wink
:-# braces	%-(l) laughing out loud	:-(O) yelling
%-6 braindead	:-) liar	(@ @) you're kidding!
) Cheshire cat	%+{ lost a fight	
	:-# mouth zipped	
	:-x my lips are sealed	
	(-) needs a haircut	
	() no comment	
	:/) not funny	
	#:-o "Oh, noooooo!" (a la Mr. Bill)	

Compiled by Bradley Wilson with help from David W. Sanderson (dws@asec.wisc.edu)

come from particular addresses. Check the help files for specific e-mail clients to learn how to set up filters.

Educators have also found a variety of e-mail applications for the classroom. At the college level, many courses are designed so that students communicate with their professor primarily via e-mail. At the

high school level, students can use e-mail to communicate with experts in particular subject areas, even if those experts live thousands of miles away. Teachers can use e-mail to share ideas with colleagues from around the country and even around the world. And many education journals have carried the story of the English teacher who paired her students with English majors from the local college as e-mail pals. The students were able to share thoughts on literary works as they read them, as well as receive feedback on papers before turning them in for grading. By all accounts, the experience was a very positive one, for both the high school and college students.

As personal computers and the Internet have entered more and more homes and offices, e-mail addresses have become almost as commonplace as phone numbers. E-mail can be accessed from any computer in the world. Combine that ease of access with the simplicity of pure text, and e-mail is guaranteed to remain a popular form of communication well into the next century.

Notable News

- Long-suffering Macintosh users take heart. Apple's new iMac computers are flying off the shelves, and the sleek, translucent teal-and-white machines are living up to the hype. Priced at \$1,299 retail, the iMac is a great value for first-time computer buyers, or for computer owners looking to upgrade. Check out special education pricing and purchase plans at Apple's website: <http://www.apple.com>.
- Southwestern Bell will continue to offer Internet services for educators, but unfortunately the \$9.⁹⁵ monthly rate will no longer be available. The new rate will be \$17.⁹⁵ per month. Current customers will be able to keep the \$9.⁹⁵ rate through Dec. 31 of this year. For more information, check the TEA homepage at <http://www.tea.state.tx.us> or the Southwestern Bell homepage at <http://www.swbell.net>.
- Get timely information from the UIL Web site at <http://www.utexas.edu/admin/uil>.

COPE workshops help train game officials

By Mark Cousins

Assistant to the athletic director

Conflict is inevitable; there will never be a perfectly officiated or coached ballgame. Helping officials and coaches manage conflict is what COPE is about.

My grandmothers favorite saying was "If it ain't broke, don't fix it." However, she also was one to believe that if something was wrong, it should be corrected as soon as possible. I wish she was still around today; I could use her help straightening out a few problems.

With the ejection of coaches at an all-time high (196) during the 1994-95 school year, UIL's Legislative Council decided it was necessary to implement a program designed to reduce the number of coaches ejections in UIL athletic contests. The result of this venture was the Coaches and Officials Positive Expectations (COPE) program, a program designed to open the lines of communication between coaches and officials and to improve the relationship between the two.

Over the last four years, the UIL staff, local officials associations and local school administrators have certified over 50,000 teacher/coaches, officials and administrators with the COPE program. The results speak for themselves. Since the implementation four years ago of the COPE curriculum with its emphasis on communication, sportsmanship and

conflict resolution, the number of ejections has dropped over 50 percent. This drastic change in the number of coaches ejected from UIL contests is a credit to the coaches, administrators and officials in the state. Without the help of local officials association and local school districts, the COPE program would not be as successful.

COPE certification is mandatory for all coaches of team sports in grades 9-12 and for all officials. The 1998-99 edition of COPE debuted at Girls Coaching School in Arlington this summer and carried on through Boys Coaching School in Houston. If coaches missed the opportunity to attend at one of the coaching schools, they can still receive certification. The UIL athletic staff has developed a facilitators' guide for administrators to give COPE presentations at their local schools. To hold a COPE meeting at your school, have an administrator call the UIL athletic department and request the facilitators' guide for COPE.

COPE has also helped to reduce the number of reportable incidents at UIL contests including verbal abuse of officials by spectators, players or coaches, early termination of contests, fighting between teams and physical contact of officials.

One of the purposes of UIL competition is to

reinforce the concept to participant schools that athletics is an integral part of the educational program. To realize the UIL goal, athletic competition must be an extension of the classroom. It is the responsibility of the adults to set good examples for student athletes and to ensure that all UIL contests remain educational in nature.

Conflict is inevitable; there will never be a perfectly officiated or coached ballgame. Helping officials and coaches manage conflict is what COPE is about. High school sports are becoming the last bastion of sportsmanship in athletics. No longer can we count on professional or college athletics to provide proper role models. We must show students how to accept decisions of those in authority. We must demonstrate how to react professionally and calmly in heated situations. We must teach them how to lose with dignity and win with grace.

The UIL athletic staff is working to design future editions of the COPE program. With input from coaches, officials and administrators, we hope to design a program that will continue to deliver positive results. The focus of the COPE program will continue to be coaches and officials, but in the end (as we in the UIL office like to say) it's all about the kids.

Corporations continue to support UIL

In 1997, the UIL, in conjunction with Universal Sports America, FOX Sports Southwest and the High School Xtra, created the Texas High School Corporate Partnership Program. Now entering its second full academic year of existence, this comprehensive program allows prominent regional and national corporations to join the UIL and its member schools in their efforts to strengthen the role of athletics in education. These corporate partners will conduct consumer promotions designed to raise public awareness of UIL activities and recognize outstanding scholar-athletes, coaches, administrators, teams and schools for their achievements both on and off the field.

The members of the Texas High School Corporate Partnership Program include the Texas Dodge Dealers, Gatorade, Lowe's Home Improvement Warehouse, Pepsi, Sonic and Southwestern Bell. All six

corporate partners have unique promotions that are highlighted throughout the year on High School Xtra.

- The "Lone Star Cup," presented by the Texas Dodge Dealers. This annual award is given to five schools, one in each conference, based upon their team achievement in each UIL-sanctioned sport. The winning school will be determined by a points system based on post-season finish in each sport.
- The Gatorade "Coach Who Makes a Difference" award is presented each week to deserving coaches who goes beyond the X's and O's to make a difference in their community.
- The "Lowe's Home Team Award" rewards high school sports teams for making a difference in their home towns in an effort to enhance their community's quality of life. Forty \$1,000 weekly contributions will be made to different Texas high

schools, plus one high school will be awarded the \$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.

- The "Sonic Scholar-Athlete of the Week" recognizes a deserving athlete who excels on and off the field with a weekly \$1,000 scholarship.
- Additionally, Pepsi and Southwestern Bell will also have regular features recognizing special groups and key figures in high school athletics and activities.

For more information on the Texas High School Corporate Partnership Program, or to obtain an application for scholarships, contact Rachel Seewald, UIL, at 512/471-5883, or Eric Smith, Universal Sports America, at 972/392-5876.

Jarrell HS receives \$10,000 prize

The UIL, together with Universal Sports America, named Jarrell High School the recipient of the first Lowe's Home Team Award together with a \$10,000 grand prize.

The Lowe's Home Team Award was created to reward Texas high school sports teams for enhancing their community's quality of life. Throughout the 1997-98 school year, Lowe's Home Improvement Warehouse presented 40 \$1,000 weekly contributions to high schools across the state. Of those 40 weekly winners, the UIL selected Jarrell to receive the grand prize.

"Lowe's knows that athletes do extraordinary things on the playing field," said Wayne Dallas, director of community relations with Lowe's Companies, Inc. "Things that make them special, and that make us cheer. But many times they do things that are just as extraordinary off the playing field—things like working with underprivileged youth, donating their time to charity or a community event. Those are things that really make them special, and they are done with no one cheering in the background."

A team's organized volunteerism aimed at charitable causes in their own neighborhoods played heavily in determining the weekly awards. The UIL also presented awards to teams that overcame adversity off the field. According to Dallas, this award is not about winning or losing, but rather coming together as a unit and helping to make a community a better place to live and learn.

"Lowe's Home Improvement Warehouse believes high school sports teams that exhibit such actions should be rewarded," added Dallas. "That's why we have established the Lowe's Home Team Award."

Five schools named sportsmanship champions

The UIL selected five schools in July as UIL/Gatorade State Sportsmanship Champions.

"These schools represent the essence of extra-curricular activities in Texas," said UIL Athletic Director Charles Breithaupt. "The objective of the

UIL is to provide competitive activities that foster a spirit of good will. These schools have exhibited the best of qualities that we hope to see in every high school. We are proud of the administrators, coaches, sponsors, students and fans of these schools and communities."

The five schools selected include:

- 1A: Panther Creek High School
- 2A: Stanton High School
- 3A: Pearsall High School
- 4A: El Paso Ysleta High School
- 5A: Lubbock High School

For the second consecutive year, the UIL is formally recognizing and rewarding schools for displaying and promoting good sportsmanship. One school from each district was nominated based on their display of sportsmanship in all activities during the school year. Each UIL district submitted nominees to the UIL, where a committee chose one school in each conference to receive the state sportsmanship award.

"For Gatorade, sports is about more than just who won the game. Sports is about the love of competing and the sweat that proves you've given it all you have," said Suzanne Sutton, Southwest regional marketing manager for Gatorade. "We salute the UIL/Gatorade State Sportsmanship Champions, as they truly represent the best quality of high school sports in Texas."

Sponsored by the UIL and Gatorade, each champion will receive \$1,000, a banner and a trophy.

High School Xtra to undergo changes

High School Xtra, Fox Sports Southwest's weekly Texas high school sports program, will undergo several changes including to a new time slot and showcasing more student athletes.

Randy McIlvoy, who served as the show's Golden Triangle correspondent the past six years while working for KBMT-TV in Beaumont, will take over as host, replacing Craig Way. Way is leaving the show's host position after six years to devote more time to his duties as the University of Texas' football and basketball radio analyst and his daily radio call-in sports talk show in Austin. He will continue to contribute reports on High School Xtra, call play-by-play on UIL championship events, and will also co-host with McIlvoy on the High School Xtra Live, a one-hour football scoreboard show that is televised every Friday at midnight during the season.



High School Xtra will change times this year, moving to 9 a.m. (CT) on Sundays from its 11 a.m. (CT) home last year. Replays will be Sundays at midnight and, beginning in September, Tuesdays at 3 p.m. (CT) on most weeks.

The 45-week series began Aug. 9. Each week McIlvoy and the High School Xtra Dodge vans will hit the roads of Texas in search of the stories behind the game. High School Xtra travels to a new city each week to tape the 30-minute program on location from different town landmarks. High School Xtra does more than just showcase athletic abilities—it also focuses on the academic achievements and community involvement of student-athletes in Texas.

Last year, the program awarded \$43,000 in scholarships on behalf of the "Sonic Scholar Athlete of the Week" segment. High School Xtra also awarded \$50,000 to high schools for their athletes' willingness to give back to their communities with the "Lowe's Home Team Award". Coaches who make a difference in the lives of their players both on and off the field are also recognized on the weekly Gatorade "Coach Who Makes a Difference" segment.

STUFFED DICTIONARY

Texas Educational Paperbacks and Merriam-Webster's donated everything from dictionary gift sets to stuffed dictionary dolls, such as the one won by Carol Voris of Mabank Middle

The presence of TMAA members on all high school music contest panels provides more consistency in the application of rules and the standards of adjudication at all UIL contests.

Judges partner with UIL to improve communication

By Richard Floyd

Director of Music

This fall marks the beginning of a new partnership between the UIL and the Texas Music Adjudicators Association. For over two decades TMAA has been responsible for the training and certification of music adjudicators for all UIL high school organization events. At present the organization has over 500 members who have acquired the professional credentials and attended the necessary TMAA judge training workshops required to be certified as UIL judges. UIL rules stipulate that two members of each high school concert contest panel and marching contest panel be TMAA members. In addition, the chair of all sight-reading panels must be a TMAA member. The presence of TMAA members on all high school

music contest panels has served to provide more consistency in the application of rules and the standards of adjudication at all UIL contests across the state.

In recent years this organization has made major strides in its efforts to create and maintain a pool of highly qualified, dedicated music adjudicators. At the same time TMAA leadership has sought to provide continuing education for judges, create a higher level of ongoing communication with TMAA members, and monitor the consistency and quality of adjudication provided by members of the organization. In an effort to enhance the degree of communication afforded members of TMAA, this organization has elected to discontinue the publication of its newsletter *Constructive Comments* and in its place utilize the pages of the *Leaguer* as a forum to distribute

pertinent information of interest and value to TMAA members. All members of TMAA will receive a personal subscription to the *Leaguer* as a part of their member benefits thus making it possible for them to remain abreast of all UIL issues, rule changes and other items of mutual interest.

This arrangement has the added benefit of making the activities and priorities of TMAA readily accessible to all music teachers and school administrators. Thus everyone associated with the UIL music contest program will be able to stay "in tune" with the work of TMAA and be aware of the efforts this organization makes in behalf of music education in Texas. TMAA's first column appears below. I encourage you to take a few minutes to read it and begin to familiarize yourselves with the important work of this valuable organization.

TMAA sets standards for music judges

By Gerald A. Babbitt

TMAA President

The Texas Music Adjudicators Association would like to thank UIL for allowing our organization the opportunity to expand our readership to include music educators, as well as administrators and other educators involved in UIL activities. We are excited to be able to have TMAA's news and communications available not only to TMAA members but to all Texas music educators.

This column is replacing the *Constructive Comments* newsletter you have been receiving. We feel that this new exposure is a landmark opportunity for TMAA and want to encourage administrators to read this column. Future issues of the *Leaguer* will feature columns by each of the TMAA division vice presidents including Tom Shine (marching band VP), Jimmy Edwards (orchestra VP), Michael O'Hern (choral VP), Scott Mason (concert band VP), and Kathy Fishburn (president-elect).

The TMAA Executive Committee addressed several major issues during a two-day workshop on May 25 and 26 at Hays HS, including the following.

- The TMAA *Adjudicators Handbook* is undergoing a complete revision and reprinting for distribution to all members. This handbook provides pertinent information to all music educators who judge, and to those interested in becoming TMAA members and judges for UIL music contests.
- A major accomplishment was the preparation and adoption of TMAA's "Principles of Adjudication" (see sidebar). TMAA is making a valiant effort to make music adjudication equitable and standardized throughout the state. Each UIL Region Executive Secretary will distribute this document to each judge prior to their adjudication of the music contest.
- We are in the process of developing a set of guidelines for contest hosts. Committee members working on this project are Scott Mason (Concert Band Vice President), James Jacobson (UIL Executive Secretary) and Gerald Babbitt. Our goal is to create an environment that will be uniform in every region throughout the state. Each contest host should be consistent in making arrangements for judges' housing, meals, etc.. They should also develop a common format for scheduling and administering music contests.
- TMAA is constantly striving for a better vehicle for judges' training. To that end, the Music Reading Evaluation will now be included in the Con-

TMAA Principles of Adjudication

1. Adjudication of groups should be based solely on their performance today — not on a past reputation of the group or director. You are expected to maintain the same standard throughout the state.
2. Consistency is very important. Be as consistent as possible throughout the entire contest. Regardless of the rating awarded to any group, you should say some positive things that may be used by the director and students to improve that group.
3. We all make mistakes. If you make a mistake — either high or low is of no concern — just admit it to yourself and start over. We would rather have one mistake than to have one mistake compounded into 15 or 20 more.
4. You have five divisions that constitute the UIL scale of excellence. Feel perfectly free to use any or all divisions as needed in your adjudication of the groups.
5. Justify the rating you give by the comments you write. Address appropriate descriptors listed on comment sheets.
6. No one-line comments please. Directors and students have worked too long to be short-changed in the area of teaching comments and constructive criticism. Sarcastic remarks have absolutely no place in a professional atmosphere. They do more harm than good.
7. Do not confer with other judges before ratings are placed on comment sheets and sheets are collected. People are always watching what you do.
8. Please be careful before marking the rating. Any change may be misconstrued.
9. Any irregularities should be reported to the contest chairman before the group performance, if possible. In any case, it is not the role of the judge to issue a disqualification.
10. Remember, you are a teacher first and a judge second. Everything you write and say today, should positively enrich young people and their teachers.

infringement. Even if the judge thinks the decision may result in a disqualification, he should still write a comment sheet based on the musical performance, not the reason there should be a disqualification.

Adjudicators must carefully observe the "Policies and Ethics" of TMAA which are stated in the TMAA yearbook and in the UIL C&CR. Regularly review the Music Plan of the UIL C&CR. Be abreast of all rules and rule changes.

The executive secretaries statewide have voiced a serious concern with judges canceling on confirmed judging commitments. This is especially a problem when it is very close to the time of the contest. Often the reasons for canceling are totally justifiable; however, you would not believe some of the "excuses" judges have offered. Contest directors will be sympathetic when an illness or emergency occurs, but you should make every effort to honor the commitment you have made. If it is close to the start of the contest, you should try to find an available substitute to offer for the executive secretary's consideration. It is a very stressful time immediately preceding a contest, and the last worry any executive secretary or contest organizer needs is to have to find a "last-minute" replacement judge.

I try constantly to take advantage of every opportunity to develop and maintain a close working relationship between TMAA, UIL, and the region executive secretaries. Dick Floyd and your executive secretaries are always sensitive to our requests and needs. Please do not hesitate to contact me or Melva Sebesta, our TMAA executive secretary, at anytime. We value your comments, ideas and professional opinions.

I would like to emphasize to you that it is an awesome responsibility to judge any music competition. Just think how many lives your decisions touch. Please remember to always think and act accordingly.

TMAA Constructive Comments

Texas Music
Adjudicators Association

ADDRESS TMAA CORRESPONDENCE TO:

Melva Sebesta
Executive Secretary
Texas Music
Adjudicators
Association
124 Live Oak Drive
Pleasanton, TX
78064-1514
830/569-5185
Fax: 830/569-4679

cert Evaluation workshops for each division. These workshops are being re-titled "Concert and Sightreading Workshop."

- An ongoing effort is clarification of the "do's and don'ts" within the sightreading instruction period. This information will be conveyed through this column as well as in the divisional meetings at the TMEA Convention.
- TMAA "supplemental" membership has been renamed "provisional" membership.

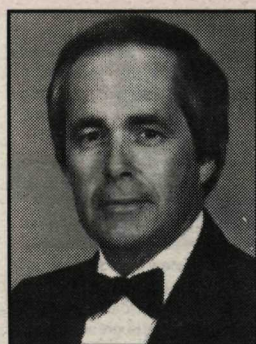
As we enter another school year and music competition season, all music adjudicators are encouraged to carefully read the TMAA "Principles of Adjudication." We should rethink our role as music adjudicators, always remembering to say positive things in our critique, and making sure comments justify the ratings. There is never any cause for sarcasm or any other unprofessional comments; they will always do more harm than good. Remember that you are a teacher first and a judge second. Everything you write should enrich the students as well as their teachers.

It is never the judges' role to disqualify a contest participant. The judge direct the attention of the contest chair to any irregularities of performance or procedure on the part of the participant prior to their auditioning. The contest chair then rules on the

Music scene tranquil; few rule changes

In regards to the rules that govern UIL music competition, we continue to operate in a period of calm and tranquillity. Consequently, what follows are the only rule additions or modifications for this school year. The TMEA/UIL Music Advisory Committee discussed each rule change. The Technical Advisory Committee reviewed each rule change. And the UIL Legislative Council passed each rule change and submitted them to the State Board of Education for final approval.

Each rule change is referenced as it appears in the 1998-99 UIL Constitution and Contest Rules.



Richard Floyd
Music Director

Music acceptance form

Music acceptance form need only be filed in even-numbered years – Section 1102(a): In the past, all schools were required to file a music acceptance form with the state music office each year. Beginning with the 1998-1999 school term it will only be necessary to complete one of these forms in even numbered years when schools are assigned to UIL conferences.

Sight-reading music

Sight-reading music for non-varsity groups may be the same or meet the same criteria as the music selection for corresponding organizations two conferences below – Section 1111 (a)(5): This rule change does not modify the performance requirements or expectations for non-varsity organizations. This rule change does, however, give the sight-reading music selection committees more latitude in selecting music for all non-varsity groups. Essentially, a non-varsity group will be expected to read music that meets the criteria for a varsity organizations two classifications lower. In other words a 5A non-varsity band, choir or orchestra would be expected to read at the same level as a

varsity organization from a 3A high school

Scheduling option created

Option created to schedule sub non-varsity bands, choirs and orchestras as a separate conference for concert and sight-reading contest – Section 1111 (a)(6): In the past all non-varsity groups have been treated the same and there has been no designation for “third” groups, “fourth” groups or freshmen organizations. Under this new provision band, choir and orchestra directors will be able to designate a single ensemble as the non-varsity group from that program. Other similar groups from that school would then be entered as sub non-varsity. These groups would be scheduled together as a separate conference and would not be commingled with the more mature non-varsity groups at the contest. Performance requirements remain the same.

Director's actions clarified

Rule clarified regarding what the director can do in the sight-reading room at the conclusion of the warm-up and tuning period immediately prior to the actual sight-reading performance – Section 1111 (e)(4), (f)(3) and (g)(4): This is not actually a rule change but rather an attempt to adopt language that clearly states what limitations exist for directors when they complete the warm-up and begin the sight-reading performance. Once the director has completed a warm-up of long tones, whole note scale or eight measure warm-up chorale there should be no more verbal communication with the members of the ensemble. Verbal counting off to initiate the reading will be considered a violation of this rule.

Timing of explanation periods

The timing of the general explanation period and the summary explanation period for band sight-reading is more clearly defined – Section 1111 (f)(2)(B): There has been some confusion regarding the timing procedure used during the explanation period. This timing sequence is now clearly spelled out. At the end of the general explanation period the clock will stop and the time keeper will announce, “Your general expla-

nation period is over. You may now begin your summary explanation.” The timing will then begin for the three-minute summary explanation.

No medium ensembles

Suspension of medium ensemble events at TSSEC – Section 1114: The medium ensemble contest will continue to be a part of the Region Solo and Ensemble Contest; however, again this year medium ensembles will not advance to TSSEC. The issue of reinstating the medium ensemble as a state-level event will be resolved at this year's Legislative Council meeting scheduled for Oct. 18-19 in Austin.

Eight-hour limitation

Marching band directors: don't forget about the eight-hour per school week rehearsal limitation. This is not a new rule. It was in effect last fall. Simply stated, the eight-hour per school week has been extended to encompass eight hours per calendar week for marching band rehearsals. This means that rehearsal time on the weekend does count towards the eight hours. Please review the questions and answers pertaining to this rule found elsewhere on this page.

Be mindful of the fact that, while extra-curricular in nature, music contest programs are curricular-based and are intended to evaluate the established Texas Essential Knowledge and Skills (TEKS) for music. Consequently, the sole purpose of the contest rules and regulations for our music programs is to provide the best and most equitable kinds of educational competition for our students within the framework of the total educational mission of our schools. As the new school term begins it would be wise to review the entire Music Contest Plan as well as the TEA-UIL Side by Side to minimize the potential for problems or misunderstandings as the year progresses. The better we understand the guidelines under which we operate, the more successful we will be in providing rewarding and problem-free performance opportunities for our students. Questions concerning any facet of the music contest program in Texas may be addressed to me at 512/471-5883 or via e-mail at uilmusic@uts.cc.utexas.edu.

The TMEA/UIL Music Advisory Committee discussed each rule change. The Technical Advisory Committee reviewed each rule change. And the UIL Legislative Council passed each rule change and submitted them to the State Board of Education for final approval.

Revised Eight-Hour Rule remains in effect

The UIL reminds marching band directors that the “Eight-Hour Rule for Marching Band” as approved by the UIL Legislative Council and the State Board of Education in 1997 remains in effect for this fall. The rule reads as follows:

A marching band and its auxiliary components are limited to a maximum of eight hours of rehearsal outside of the school day per calendar week during the school year.

This limitation means that, in addition to the time allotted for rehearsal during the school day (see “Marching Band Periods” on page three of the 1998-99 TEA-UIL Side By Side) a band and its auxiliary components can rehearse a total of eight hours outside of the school-week during any calendar week.

Already, we've had a number of questions regarding this new rule. Here are some of the more common questions with answers.

1. Does meeting, warming-up or doing a “run through” prior to an appearance at a football game count towards the eight hours?
No.
2. Do parades or other kinds of public performances count towards the eight hours?
No.

3. Is it permissible to have a warm-up or rehearsal prior to a contest performance.
Yes. A marching band and its auxiliary units are permitted to have a one-hour rehearsal prior to any contest performance. This hour does not count towards the “Eight-Hour Rule.”
4. Does the drum line or color guard have any additional rehearsal time beyond the eight hours?
No. The eight hours is cumulative for all components of the band and its auxiliaries.
5. If a band does not use all of its eight hours in one week can the unused hours be “carried over” into the next calendar week.
No.
6. If the drum major or section leader calls an extra rehearsal for individuals or sections of the band will the extra rehearsal count towards the eight hours?
Yes.
7. Does set-up time, the movement of equipment to and from the field, etc. count as a part of the eight hours?
Yes.

8. How does the Eight-Hour Rule for marching rehearsals effect students who are in more than one extracurricular activity?
A student who is in more than one activity such as marching band and cross country, marching band and drama or marching band and jazz ensemble is permitted eight hours per activity. For example a student could rehearse eight hours during the calendar week with marching band and still be able to attend rehearsals or practices for another activity.
9. Does voluntary practice for activities such as all district, all region or all state tryouts count towards the eight-hour limitation on marching band rehearsals.
No.
10. Does a drum line, color guard or other auxiliary have additional rehearsal time beyond the eight hours if they are preparing for competition other than marching contest.
No. The Eight-Hour Rule is inclusive of all marching related activities during the marching season.

A marching band and its auxiliary components are limited to a maximum of eight hours of rehearsal outside of the school day per calendar week during the school year.

KILLEEN HS

The State Executive Committee issued a public reprimand to Mr. John Absalom, Killeen HS, and placed him on probation through August 3, 1999, for violation of the Athletic Code.

BRYAN HS

The State Executive Committee issued a public reprimand to Bryan HS and placed the school on probation in baseball through August 3, 1999, for violation of the Athletic Code.

FORT WORTH DUNBAR HS

The State Executive Committee suspended Mr. Robert Hughes, Fort Worth Dunbar HS, from the first five basketball games of the 1998-99 school year and placed him on probation through August 3, 1999, for playing an ineligible player. The committee also issued a public reprimand to Fort Worth Dunbar HS and placed the school on probation in boys' basketball through August 3, 1999.

HUGHES SPRINGS HS

The State Executive Committee issued a public reprimand to Mr. Brian Nations, Hughes Springs HS, and placed him on probation through August 3, 1999, for violation of the Athletic Code.

WILMER-HUTCHINS HS

The State Executive Committee issued a public reprimand to Mr. Carlos Lynn and Mr. Simean Wafer, Wilmer-Hutchins HS, and placed them on probation through August 3, 2001, for recruiting violations.

EL PASO FRANKLIN HS

The State Executive Committee issued a public reprimand to Mr. Gilberto Montes, El Paso Franklin HS, for violation of Section 1209, Non-school Participation Coaching Restrictions.

FORT WORTH ARLINGTON HEIGHTS HS

The State Executive Committee issued a public reprimand to Mr. T. J. Vinci, Fort Worth Arlington Heights HS, and placed him on probation through August 3, 1999, for playing ineligible players.

EDINBURG TEACHER ACADEMY

The State Executive Committee issued a public reprimand and placed Edinburg Teacher Academy on probation in one-act play through August 3, 1999, for failure to participate.

FORT WORTH NORTH SIDE HS

The State Executive Committee issued a public reprimand and placed Fort Worth North Side HS on probation in one-act play through August 3, 1999, for failure to participate.

HOUSTON MILBY HS

The State Executive Committee issued a public reprimand and placed Houston Milby HS on probation in cross-examination debate through August 3, 1999, for failure to participate in the state tournament after qualifying to do so.

HOUSTON WORTHING HS

The State Executive Committee issued a public reprimand and placed Houston Worthing HS on probation in cross-examination debate through August 3, 1999, for failure to participate in the state tournament after qualifying to do so.

SAN ANTONIO LEE HS

The State Executive Committee issued a public reprimand and placed San Antonio Lee HS on probation in cross-examination debate through August 3, 1999, for failure to participate in the state tournament after qualifying to do so.

SUNDAY COMPETITION

The State Executive Committee issued an official interpretation of Section 900 (b) (2): If a student competes in a speech tournament which is scheduled for Friday, Saturday and Sunday, the tournament counts as one of the two allowable Sunday competitions regardless of whether the student competes on Sunday.

WAIVER OF RESIDENCE

The State Executive Committee issued an official interpretation of Section 463 (a) (2): A student who is granted a waiver of residence is ineligible for at least one calendar year for all varsity sports if the student subsequently returns to the previous school.

SPELLING AND VOCABULARY

Correction to the 1998 UIL spelling list:
1073. sagittate (not sagitate)

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.

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.

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.

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.

DALLAS MADISON HS

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

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.

INTERPRETATION OF SECTION

446(B)

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

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.

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.

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.

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.

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.

BASTROP HS

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

ENNIS ISD

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

SINTON HS

The State Executive Committee suspended Sinton High school basketball coach Ms. Lucille Trosclair from coaching all UIL activities through the remainder of the 1996-97 school year, issued a public reprimand to her, and placed her on probation through Jan. 21, 1999, for knowingly allowing an ineligible player to participate.

GARLAND HS

The State Executive Committee issued a public reprimand to Garland High School and placed the school on probation in basketball through Jan. 21, 1999, finding that a student participant, after being ejected from a basketball game for unsportsmanlike behavior, swung at a game official.

FT. WORTH

EASTERN HILLS HS

The State Executive Committee suspended former Fort Worth Eastern Hills High School choral director Ms. Marietta Miller from sponsoring any UIL activity through Jan. 21, 2000, for knowingly allowing ineligible students to participate in UIL competition.

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 college students moving into the dorm. 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	