

Leaguer

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Requests for waivers increase

By Penny Pehl
Staff Writer

Becky was an All-American girl living in a small, central Texas town.

Between track practice and National Honor Society fund-raisers, she could have been the poster girl for overachieving students. But Becky, a senior, has what UIL considers an "involuntary and unavoidable" family problem.

One day, Becky came home from school to find her belongings piled in the yard. It seems her mother's boyfriend had been paying too much attention to Becky. And Becky's mom wanted more room for the boyfriend.

With no father or relatives to help, Becky moved to her boyfriend's residence in another town. Twenty years ago the UIL would have said Becky was ineligible to participate in UIL activities since the UIL did not allow students to transfer between districts. Since then, the UIL created a waiver process that allows exceptions to the eligibility rules so students like Becky can keep running track.

More and more

The entire waiver process, which involves completing an application (included in the *Academic Coordinator's Manual* along with most other UIL manuals) and submitting a \$50 fee, is designed to help students like Becky. And, if current statistics are any indication, schools are beginning to discover how the process can benefit their students.

The number of waiver applications has increased dramatically. There were 988 applications between 1989-1993 and some 4,400 requests between 1995-1998.

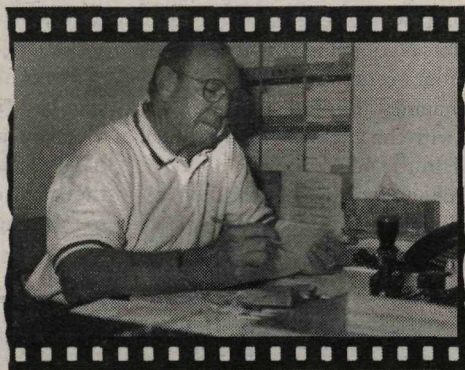
"The waiver process started out with a very narrow interpretation," Barbra Harrington, chair of the Waiver Review Board, said. "The waiver was created to give students and parents an option whereas before parents would have to get injunctions. Schools, parents and students had no flexibility."

Waiver Officer Sam Harper said he expects the largest number ever for this school year.

"The reason for the high numbers is more awareness of the availability or possibility of a waiver," Harper said.

And Harrington said once school districts become aware of the waiver process they are more likely to return in subsequent years requesting additional waivers.

"We have seen repeats from the same area," Harrington said. "Three different school districts brought applications to the board more



"The reason for the high numbers is more awareness of the availability or possibility of a waiver."

SAM HARPER
Waiver Officer

than once, so more and more people in public schools have become aware of the process."

This year's figures already surpass the 225 waiver applications submitted by Oct. 10 last year.

"The increase in waiver applications is a good thing," UIL Director Bill Farney said. "It puts more pressure on the waiver office to consider the legitimacy of each case."

Types of waivers

The UIL typically grants four types of waivers: waivers allowing foreign-exchange students to participate in UIL competition, waivers for some over-age students, waivers of the parent-residence and waivers of the four-year rule.

"Today's society is a transient and often disruptive one, many students' lives are affected by actions of their parents which, in turn, will cause students to be ineligible through unavoidable circumstances," Harper said.

The foreign-exchange waiver allows foreign students to be eligible for UIL participation if they have not been in school for more than 11

years before coming to Texas, have not graduated from high school and are not a ranked athlete.

"For foreign exchange students, it [the waiver application] is now simply a process of notification," Harrington said.

The League may also grant one additional year of eligibility to students who are in violation of the age rule which makes students above the age of 18 by Sept. 1 ineligible. The UIL only grants over-age waivers to those students having a physical or mental impairment limiting a "major life activity" such as "walking, seeing, hearing, speaking and breathing." The waiver does not include at-risk students suffering from emotional stress or disadvantages caused by cultural, environmental or economic factors. The over-age waiver excludes limited use of the English language as a valid reason.

"It [the waiver] has been a growing and evolving process," Harrington said. "It is designed to help students involved in today's society, and it helps protect the integrity of schools."

Parent-residence

The parent-residence waiver exists only for athletic purposes.

"Parent-residence exceptions are for athletics because the need for such exceptions in academic, music and drama competitions is not there," Farney said. "These rules are in place as to prevent students from gaining eligibility if they move to a district just for athletic prospects."

The waiver to the parent-residence violation allows an exemption to those students who move because of "involuntary and unavoidable" problems.

"When we [the review board] first

received the residence rule, youngsters who live with their parents were eligible to participate," Waiver Review Board Member Charles Akins said. "Now sometimes we work with students without their parents."

Parent-residence waivers allow for student abandonment and death of both parents as valid reasoning to receive a waiver.

"Each case is so different," Akins said. "Sometimes kids live in very poor conditions where they have to move because it is just unbearable for the youngster."

Four-year rule

The four-year rule only gives eligibility to students for four years of high school. The UIL only grants waivers to this rule when situations occur forcing the student, through no fault of his own, to miss an entire season of participation.

"I never cease to be amazed about the circumstances that come before us," Harrington said. "We've had some really sad cases."

According to Harper a football player diagnosed with cancer, who missed a year of high school, marks the most memorable situation regarding the four-year rule.

"After treatment, surgery and rehabilitation, he came back in the eleventh grade but could not participate because of his condition," Harper said. "He was well enough to play his senior year and was granted a waiver to the four-year rule because it was through no fault of his own."

Though four-year waivers leave room for injuries, the League rules injuries
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BEHIND THE SCENES

Miller named to hall of fame



Bob Miller

The National Federation named Bob Miller, an administrative associate in the UIL athletic department, to the National High School Sports Hall of Fame this past summer. As one of only 10 Texans so honored, he joins people such as Tom Landry and Gordon Wood.

Miller is best-known as an official in football, basketball, swimming, track and field and cross country. He has covered more than 350 baseball games, 750 football games and 1,800 basketball games in his 35-year career.

"I outlived all the good officials," he said. "I'm one of the few officials that have officiated in six sports over the years."

In 1987, he was given the National Federation Distinguished Service Award for All Sports Officiating and the 1988 National Federation Disting-

uished Award for Boys Swimming and Diving. In 1992, he was invited to serve as an official for the U.S. Olympic track and field trials.

Miller said his favorite sport to officiate was basketball, "with football a close second."

He said he liked basketball better because there were more games and fewer rules. "Football had more rules but basketball required more quick decisions. Football was probably the bigger challenge."

Press operator sets national shot put record

A press operator for the UIL, Carol Finsrud continued her domination of field events at the U.S. Track and Field Masters National Championships by capturing gold in all four events she entered, javelin, discus, shot put and hammer. Finsrud, a former Lady Longhorn, competes with the Lockhart International Track and Field Club in the 40-45 age group.

At the national championships held at the University of Maine, she set a new American record of 44'3" in the shot put.

In addition, she won the weight pentathlon, individual shot put, discus, hammer and javelin at the Rocky Mountain Masters games in Colorado in September and was named the overall outstanding woman at the meet.

"I like to throw things," she said in between printing thousands of pages of publications for schools. "It's a challenge. You have to first of all train to get your body in shape and then you have to learn all the different techniques. I have goals and a lot of focus and drive. Even though I'm dead tired (after work), I just tell myself to focus, and I go out and work."



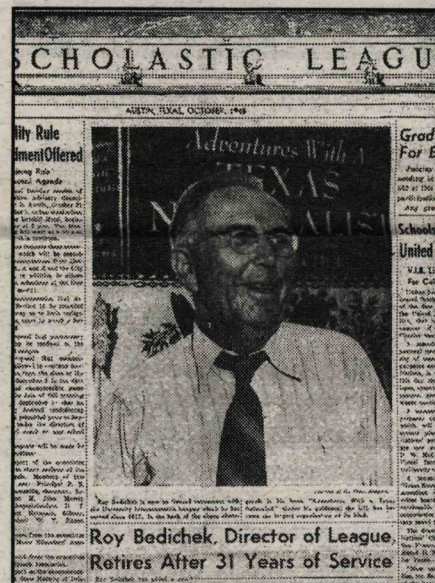
Carol Finsrud

UIL director resigns

The top story in October of 1948 was the resignation of director Roy Bedichek who had worked for the League for 31 years. Rodney Kidd, the director of athletics, became the UIL director.

In other news...

- The City of Dallas banned drinking at football games and all other high school events. Anyone caught drinking was subject to a fine not to exceed \$200.
- The Bureau of the Census reported that 2.8 million people in the U.S. from a population of 17.4 million were illiterate.
- 552 "grade schools" indicated an interest in participating in League contests such as music, declamation, spelling and plain writing, storytelling, ready writing and number sense as well as tennis, volleyball, track and field and playground ball.
- Suggestions poured regarding the extemporaneous speaking contest included working out a narrower group of general topics which included, "men in foreign events who make the news."



Roy Bedichek, Director of League Retires After 31 Years of Service

"The Russia situation and what the U.S. and other countries are doing in that connection will undoubtedly be prominent."

• The athletic department was considering adding new contests including golf and swimming. Officials also considered adding a possible state championship in baseball and volleyball and basketball tournaments for girls.

• B.B. Lawson, Jr., coach at New Boston HS said, "I still believe our girl athletes are pampered far too much in their being kept out of activities that would be wholesome and recreational. Those activities such as girls' basketball on an interschool level are prohibited because men experts are afraid that the girls can't take it. It is my firm belief that if schools would furnish

enough carefully supervised athletic programs for girls, we could eliminate the egotistical, self-centered, cigarette-smoking, beer-drinking, 'clothes-horse' type that Hollywood has made out of our adolescent high school and college girls."

50 YEARS AGO AT THE UIL

Leaguer

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Celebrate activities week Oct. 18-24

By Rachel Seewald

UIL Public Information Officer

Schools across the United States will be celebrating National High School Activities Week Oct. 18-24.

"During this 1998 week-long celebration, let's rekindle the spirit and focus on the citizenship characteristics which are essential and necessary in interscholastic sports and activities and in the education of participants," said Robert F. Kanaby, executive director of the National Federation of State High School Associations (NFHS). "The success of our programs lies in delivery of teachable moments, leading to respect for self and respect for others. We have the opportunities to nurture positive values, perspective, sportsmanship, teamwork, healthy lifestyles and giving back to the community as essential components of our programs."

Since 1980, the public and private high schools across the nation have used this week to promote the values inherent in speech, music, drama, academics, athletics, and spirit squads for their 10 million participants.

"National High School Activities Week has traditionally been set aside by high schools to increase the public's awareness of the values and needs of interscholastic activity programs," Kanaby said.

The NFHS is the national service and administrative organization of high school athletics, academics, music and fine arts programs. It consists of member state high school activity associations in each of the 50 states and the District of Columbia.

High schools have traditionally set aside this week to increase the public's awareness of the importance of interscholastic activity programs. The UIL encourages all member schools to take part in this week-long celebration and has sent information to every school.

National Be A Sport Day, Sunday, Oct. 18 – A day to encourage awareness and discussion about the importance of sportsmanship, ethics and integrity to the conduct of interscholastic programs.

National Fine Arts Activities Day, Monday, Oct. 19 – A time to focus on the students, coaches and sponsors involved in fine arts programs.

National Officials Day, Tuesday, Oct. 20 – A time to salute the approximately 500,000 individuals who serve as contest officials and judges.

National Youth Health Awareness Day, Wednesday, Oct. 21 – A time to promote education and prevention efforts that encourage healthy lifestyles.

National Coaches Day, Thursday, Oct. 22 – A time to recognize the contributions of high school coaches.

National Fan Appreciation Day, Friday, Oct. 23 – A time to thank the spectators who support activity programs throughout the year.

National Community Service/Participation Day, Saturday, Oct. 24 – A time to give back to your community and show your appreciation for their support of your programs. This day can also be used to promote fund-raising efforts that support interscholastic programs.

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while participating in practices or games not a valid excuse for the rule to be waived.

In addition, students missing school because they are pregnant will not receive a waiver to the four-year rule.

"If a student gets involved in a pregnancy and missed school for a year, it [the violation to the four-year rule] is not waived cause pregnancy is not an involuntary or unavoidable circumstance," Harper said.

However, if a student must take a year off from school to financially support his family, the League may waive the four-year rule.

Flexibility

"[The waiver process] is wonderful for youngsters who become victims," Harrington said. "It is a wonderful process that I support 100 percent. Sometimes there are unavoidable events in a student's life that stray from the normal, and a waiver makes an exception for their case."

Farney said the waiver process gives the League some flexibility while still providing a framework of rules within which the schools must work.

"There are circumstances where students through no fault of their own are not able to participate," Farney said. "It [the waiver] is perfect in their case cause it allows exceptions to the rules. Without it the rule would be so broad based not to consider any difficulties."

Even though waivers allow exceptions to the rules, the League cannot waive state law.

"No pass, no play is a state law," Farney said. "We have no authority to waive state laws. Only UIL regulations in the four areas can be waived to give eligibility back to the student."

Harper, the UIL's waiver officer, initially determines the legitimacy of each application. If he denies the request, the student has a chance to appeal to the Waiver Review Board for a final decision.

"The waiver process is a good process," Akins said. "Before youngsters didn't have much of a recourse but in these particular areas they can get opportunities where in the past they could not. It gives students another chance."

Harper said he denies about 45 percent of the waiver applications. The Waiver Review Board overturns roughly one-third of those denials.

"We [the review board] don't see nearly the number of requests as the waiver officer," Harrington said. "The waiver process has been excellent due to the role of the waiver officer because the process allows for the legitimacy of each case to be tested."

Harper said the review board overturns waivers based on additional information and personal testimony heard at the hearing.

"There is certain information people don't find important until they realize it later," Harper said. "The major reason for overturning the decision is some people feel uncomfortable writing personal information down to be submitted. Taking the situation to the Waiver Review Board allows for the students or parents to express the situation."

Sometimes Harper recommends that the Waiver Review Board overturn his decision and grant the waiver.

"A lot is added at the hearing, and the decision is made based on the additional information heard at the hearing," Harrington, who was a member of the original board, said. "I never recall a case where the extra information provided to us [the Waiver Review Board] did not lead to overturning the original decision made by the waiver officer."

Opposition

Some districts oppose the waiver process largely



LEGISLATIVE COUNCIL AGENDA LIGHT

Charles Herbert of the Houston ISD listens to proposals at last year's council meeting. The UIL Legislative Council will hold its annual meeting in Austin Oct. 18-19. Photo by Andrew Loehman.

MUSIC MEMORY (\$1446)

Expand the music memory contest to third and fourth graders. Currently, the UIL only has three contests for third graders and five contests for fourth graders.

E/JH MATH/SCIENCE (\$1438)

Allow students in the junior high math and science contests to use calculators. We now allow specific calculators in the high school mathematics competition, but not in junior high. Allowing calculators would bring both contests more in line with the high school contests.

ART (\$1410)

Remove the spelling requirement from the elementary and junior high art contest. There is no grammar, spelling or punctuation requirement for the music memory contest, which in other respects is similar.

ONE-ACT PLAY (\$1033)

Increase the fees for requesting permission to produce plays not on the approved list of long or short plays and for requesting additions to the basic set from \$10 to \$20. It also includes changes to the basic set and set/strike times.

BASEBALL (\$1220)

Permit the first game of a two-out-of-three series in baseball to begin prior to Friday, if there is no loss of school time.

FOOTBALL (\$1250)

Allow football equipment to be issued on the day prior to fall practice.

TENNIS (\$1310)

Create a mixed doubles format in team tennis. The mixed doubles competition would be used to break ties in case of a 9-9 tie. This provision would offer co-ed participation which was initially proposed when team tennis originated.

STUDENTS WITH DISABILITIES (\$410)

Allow consideration of accommodations for students under the American Disabilities Act (ADA).

because it sometimes puts them at a disadvantage.

"Many district member schools resent waivers being granted to an opposing school," Harper said. "Waivers granted are often misconstrued by the individual's family or school as to be blanket waivers covering every student in that family or school. Waivers plainly give exceptions to a student with valid reasoning in one of the four areas."

History

The waiver process began in the 1981 school year with a narrow exception for students transferring schools. Seven applications were filed and all denied.

"That relief [the waiver] from the stringent transfer rule was so welcomed by the member schools that it was expanded during the 1981-82 school year," Harper said.

From there the waiver process expanded to include more exceptions.

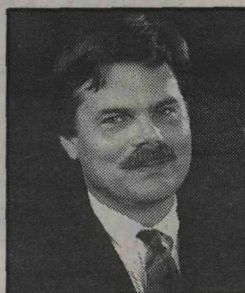
"In 1981 it [the waiver process] worked so good and was so well-received they decided to offer some relief in other areas," Harper said.

Along with adding more exceptions to the waiver process, the League introduced the Waiver Review Board in 1982 to ensure an impartial system.

Accuracy, maturity, responsibility and common courtesy help keep staffs out of trouble

Publications advisers obligated to trust – and verify

Several years ago, Austin-area publications advisers met with a group of well-intentioned university professors to discuss the state of Texas school journalism. The professors wanted to know what they could do to help.



Bobby Hawthorne
Academic Director

So we laid it out for them: the state's graduation plans are so rigid that the students we want and need can't squeeze journalism into their schedules. Meanwhile, counselors are herding into our classes students who are unprepared for the writing and problem-solving skills needed to survive. Of course, there's censorship and prior restraint, the tabloidization of the media in general and the school press in particular, and general illiteracy—all the social ills, events and trends that make teaching high school journalism more difficult than ever. These systemic problems are unlikely to be solved over cheese balls and Wheat Thins.

We suggested that our university colleagues start by using their connections to get the metropolitan daily press to support scholastic journalism, perhaps first by lobbying the State Board of Education to include journalism as an elective in the advanced graduation plan.

They didn't bite. Too complicated.

'Rarefied blindness'

The solution, we were informed, was better marketing.

"You just haven't properly marketed your product," we were told. "You need to create brochures touting the benefits of your program. Recruit. Go out and hustle for students."

Marketing has its place, but what good is marketing a course to students who cannot shoehorn it into their schedule because they're allowed fewer than a half-dozen electives in four years, one of which has to be speech, another health, another physical education, etc.?

I can see the bro-

chure now: "Can't read? Can't write? Can't fit any other class into your schedule? Think Journalism!"

I recall this incident after reading an article about a recent study of education professors who, the report stated, "hold an idealistic view of public education that differs so markedly from the concerns of parents, taxpayers, teachers and students that it amounts to 'a kind of rarefied blindness.'"

According to the article, "The disconnect between what education professors believe and the concerns expressed by parents, teachers and students is 'often staggering,' the survey found."

In all fairness, the study was underwritten by a foundation headed by Chester E. Finn Jr., a prominent critic of the education establishment, so it's hardly shocking that he would be "rantalized and alarmed" by the findings. Everything is politics these days. And the survey ignited a barrage of "t'aint so" responses.

Well, maybe it is. Maybe it isn't.

Recent studies by two professors at Southwest Missouri State University seem to reinforce the notion that journalism academics reside occasionally in ivory towers themselves. I said "seem to" because nothing in academia is concrete. Dogs "seem to" bark. Cats "seem to" purr.

At any rate, their research compared responses of high school newspaper advisers with those of the members of the Scholastic Journalism Division of the Association for Education in Journalism and Mass Communication, almost all of whom are college/university-types. Guess what? SJD members and advisers disagreed markedly on what a good adviser should do in a number of touchy situations.

The good adviser?

"The good adviser should change wording or make deletions when she/he thinks a story is inadequately researched and the writer/editor doesn't want to make changes." Seventy-five percent of advisers agreed. Only 17 percent of SJD members agreed.

"The good adviser should change wording or make deletions when she/he thinks a story contains material that is inappropriate to high school students' level of maturity and the writer/editor doesn't want to make changes." Seventy-three percent of advisers agreed with this. Sixteen percent of SJD members agreed.

"The good adviser should inform the principal before the newspaper goes to print about stories that might be controversial."

Eighty-four percent of advisers agreed. Fifty-four percent of SJD members agreed.

One out of five SJD members said advisers should not even read the newspaper before publication.

I mention this because we're about to enter the journalism convention season, and it's likely that you or your students will hear someone out there suggest that Hazelwood really doesn't matter, and that advisers need merely to teach sound journalism and then trust that the students practice it.

It's tempting but dangerous. I'm not going to win any major scholastic journalism awards for quoting Ronald Reagan, but he had it right when he suggested we trust but verify.

Chances are, your school board and/or administration has not declared your publication an open forum, which means that school officials have substantial control over content. If you're lucky, the administration hired you to make these decisions

based on your journalistic training, expertise and judgment. They have neither the time nor inclination to micro-manage the journalism program or proof the newspaper for comma splices and misplaced modifiers. They expect you to make these decisions, to read what's going into the publication, to see that the publication reflects positively on the school—which is not to say that it serves as a cheerleader, only that it not contain errors of every kind, level and stage. They expect a degree of common courtesy, that if the publication—be it yearbook or newspaper—is to contain controversial content, that they know it's coming and that the content is handled accurately, maturely and responsibly.

It may be heresy to admit but I don't think this is not too much to ask. I'm appalled by those knee-jerk administrators who think the role of the publication is to glorify the school and, by extension, themselves, who use prior review to filter out any story that reflects negatively on the school, no matter how minor.

Hazelwood did happen

But I'm equally dismayed by those who act as if Hazelwood never happened, that they can declare themselves residents of the Free State of Journalism and avoid all the messy outside interference. A few advisers have reached this state of publications nirvana but chances are you're not one of them. Six states have passed student press freedom laws. Texas isn't one of them.

Most advisers walk a thin path. They are asked to instruct and inspire, to guide and counsel, to occasionally bully and badger. I wish I could suggest that they need only teach solid journalism then step back, knowing that students would never abuse their rights and responsibilities as journalists. I have a couple of good friends who are no longer in the classroom because they did just that. They trusted that the students would do the right thing, and the students, either by intent or accident, failed them. Ultimately, the adviser paid the price with his or her job.

Am I saying they deserved to lose their jobs? No. They were—are—superb teachers. But that doesn't change the fact that they're no longer in a classroom, where they're needed.

Should they have censored their publications of the offending content? I can't say. I wonder whether in the larger scheme of things education is better served by publishing the offending content or by having those teachers in the classroom?

Would capitulating to administrative or parental pressure have saved their jobs? Who knows? Few teachers have the stamina to survive more than two or three years of ham-fisted rule. Some school districts have a legacy of censorship and intimidation, and the adviser survival rate is measured in months rather than years.

Would I prefer that they imitate the advisers who censor everything, who are no more interested in rocking the boat than their administrators? Of course not.

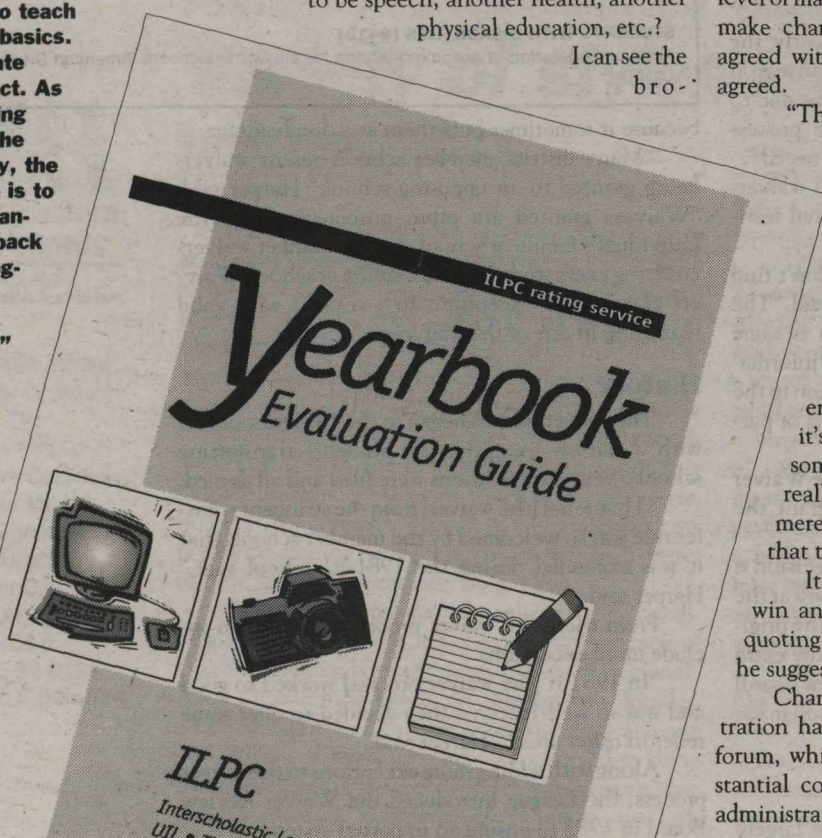
But these are the extremes. For most, the post-Hazelwood reality requires that advisers cut the difference between those who censor to serve their own purposes and those who seek absolute freedom of expression, neither of which are viable options for healthy student publications.

To survive, advisers must cultivate trust between themselves and administrators, parents and students, but it's a eyes-wide-open proposition. Trust can neither be built nor sustained on political naiveté and rarefied blindness.

ILPC DEBUTS NEW YEARBOOK RATING FORM

Yearbooks are changing drastically in all aspects. Cluster captions, scatter-story design and wacko graphics are prevalent in the professional media, particularly media aimed at young people. Traditional quote/transition/quote copy is being replaced by alternative copy. The new ILPC yearbook rating/evaluation guide hopes to capture the best of the new media while saving traditional values of the past.

"We cannot continue to produce formula books that look more like 1975 than 2005," Bobby Hawthorne, ILPC director, said. "At the same time, we cannot ignore or minimize state mandates to teach journalism basics. It's a delicate balancing act. As for this rating guide and the judge's duty, the bottom line is to provide meaningful feedback and to recognize and reward excellence."



No-pass, no-play applies to all extracurricular involvement

Do UIL eligibility rules contained in Section 400 of the *Constitution and Contest Rules* pertain to participation in either newspaper or yearbook classes or activities?

Students must be eligible under no-pass, no-play to participate in extracurricular aspects of newspaper and/or yearbook classes, such as shooting photographs at football games and competing in invitational or district journalism meets.

However, other eligibility rules do not apply. For example, students who are 19 years old and who enroll in a journalism class may participate in extracurricular aspects of the class as long as they passing all of their classes. If so, UIL rules would not prohibit these 19-year-old students from taking photographs at football games or performing other out-of-classroom responsibilities as they relate to the class.

Two Texas advisers honored by Dow Jones

Two Texas advisers were recently honored by the Dow Jones Newspaper Fund.

Leonidas Patterson of Mansfield High School was named one of four national Distinguished Advisers nationally, and Martha Singleton of San Antonio Holmes was selected as one of seven Special Recognition Advisers.

- Patterson has taught for nine years. He advises *The Uproar* newspaper and *The Tiger* yearbook. He teaches Journalism 1, Communication Graphics and Newspapers 1, 2 and 3. He supervises the high school intern program and writes for the Arlington Morning News.
- Singleton teaches journalism, photojournalism, advanced newspaper production and advanced yearbook production including honors offerings as well as advises three award-winning publications.

Both are regular contributors at UIL and ILPC meetings and competitions.

A panel of five judges including Dow Tate of Dallas Hillcrest, selected Patterson and Singleton at the August convention of the Association for Education in Journalism and Mass Communication in Baltimore. Tate was the 1997 Dow Jones National High School Journalism Adviser of the Year.

The DJNF named Kathleen Zweibel of Pottsville, PA as the National High School Journalism Teacher of the Year.

ILPC deadlines

- Nov. 1 ILPC membership
- Nov. 1 Yearbook for rating
- Dec. 1 Yearbook individual achievement awards entries.
- Dec. 1 Nominations for Edith Fox King Award.

Calculator applications study packets available

Calculator applications coaches might want to order a new packet that includes remarkably quick formulas by which previous year's repeat problems can be worked out with incredible ease thus giving calculator enthusiasts the ability to surpass a score of 300 with greater ease. The entire packet includes short-cuts which range from the 1995-96 UIL test series to the present. The packet which now comes in wire-bound booklet form is on sale for \$60. However, packets for individual years may be purchased at \$15 per year and individual year packets do not come wire bound.

Order your copy of the Dragon Calculator Packet ASAP to get a head start on the competition. Make checks payable to Dragon Calculator, 9105 Encino Village, San Antonio, TX 78250; 210/522 - 0670 or fax 210/622-3401.

Computer applications contestants required to bring own printers

Computer applications contestants are required to bring and use their own printers. However, if the district agrees to use a computer lab at a site, may students use the printers at the site? Yes.

They can't be required to. According to Linda Tarrant, computer applications director, "Using on-site equipment involves using networked printers, and this has some intrinsic problems. Many networks are set up where all printing is done on one or two printers for an entire class."

Students will necessarily have to print contestant number at the bottom of each page, Tarrant said. "During a contest, this will greatly complicate students receiving their own printouts, and a system will have to be engineered to provide constant dissemination of printed outputs," she added.

"The downside: provided equipment will not necessarily have same software, keyboard, and other components with which a student is familiar, and will certainly not have a student's own 'help' files or 'templates.' For this reason, many will prefer to use their own equipment."

Residence rule does not apply to academic competitions

I have a question about my daughter's eligibility to participate in the one-act play contest and to compete in the literary contests next spring. My daughter is a junior and transferred into a new school district at the beginning of the 1998-99 school year. Our legal residence is still in the school district she transferred from. I understand that she is not eligible to participate in athletics on the varsity level this year. Does that also make her ineligible to participate in the OAP and the other UIL contests as well? The League has no residence rule for academics. Thus, she is eligible to participate.

District meets can be split over two weeks

We want to divide our academic competition into two weeks. May we?

Yes. But according to Section 902 (e) (4), the district executive committee must schedule all academic competitions requiring test integrity during one of the two designated district weeks. Prose, poetry, one-act play and Lincoln-Douglas debate may be scheduled during either of the two weeks.

One substitution allowed per academic teams

We had four members in the district literary criticism event. One child could not compete in the event because he had a conflict with another event. Our team advanced to regional. My question is whether the student is allowed to participate with that team since he did not actually take the test at district?

Yes. You are allowed to substitute one person per team, no questions asked, so long as the student meets eligibility standards set forth in Section 400 of the C&CR.

Any credited course counts for full-time status

Does a UIL preparation course count toward full-time student status?

Yes. Any course that rewards state or local credit counts toward full-time student status.

UIL to host SuperConference at SJPA Memorial, Nov. 14

The UIL's academic traveling roadshow will make a stop in South Texas, Nov. 14, when Pharr-San Juan-Alamo ISD hosts a student activities conference at Memorial High School. The free conference will showcase instruction in all UIL high school contest areas and is an excellent opportunity for coaches and students to meet UIL contest directors, discuss issues and attend lectures aimed at preparing students for competition.

Tentative programs for the South Texas conference as well as the regular conference at Sam Houston State University, Oct. 31, will be posted on the League's web page at <http://www.utexas.edu/admin/UIL/>. For additional information, contact the League office.

District entry form contains error

The entry forms for academic meets printed in the newly revised *A+ Handbook* and *Spring Meet Manual* have the same number of blanks for each contest. The number of contestants that may enter a district contest has not changed. Therefore, you may not use all the blanks. Only three or four students may enter in most contests. A revised copy of the form is available for download on the UIL Web site.

UIL Academic Entry Form
High School District Meet

PLEASE TYPE THIS FORM ON A COMPUTER OR TYPEWRITER. SEND THE ORIGINAL TO YOUR DISTRICT MEET DIRECTOR AND RETAIN A COPY FOR YOUR FILES.

School _____ ZIP _____
Street address _____ School fax _____
City _____ E-mail _____
Phone _____
Academic coordinator _____

SUBSTITUTIONS AND LATE ENTRIES • See Section 902 in the UIL Constitution and Contest Rules.
ACADEMIC ENTRIES • Consult the conflict pattern and the contest plans to determine which events students may enter and which events are in conflict.

ACCOUNTING
1. _____
2. _____
3. _____
4. _____
Substitute _____

CALCULATOR APPLICATIONS
1. _____
2. _____
3. _____
4. _____
Substitute _____

COMPUTER APPLICATIONS
1. _____
2. _____
3. _____
4. _____
Substitute _____

COMPUTER SCIENCE
1. _____
2. _____
3. _____
4. _____
Substitute _____

CURRENT ISSUES & EVENTS
1. _____
2. _____
3. _____
4. _____

LITERARY CRITICISM
1. _____
2. _____
3. _____
4. _____
Substitute _____

MATHEMATICS
1. _____
2. _____
3. _____
4. _____
Substitute _____

NUMBER SENSE
1. _____
2. _____
3. _____
4. _____
Substitute _____

READY WRITING
1. _____
2. _____
3. _____
4. _____
Substitute _____

SCIENCE
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
Substitute _____

Listserv allows e/jh coordinators to share ideas

I'm really getting frustrated with the priority Texas is placing on the TAAS test. Don't misunderstand, having a set of objective criteria that must be mastered before students can graduate – I'm all for that. But based on the news reports and the phone calls I've received in the last few weeks, we've lost sight of the goal.



Bradley Wilson
Assistant Academic Director

Take the report from the TEA that Austin school district officials manipulated TAAS results last spring to make it appear as if several schools performed better on the test than they did.

Take the phone call from an elementary/junior high academic coordinator who said, "Elementary is not the most important thing. TAAS is what we live for. TAAS is god."

Take the phone call from another academic coordinator who wanted to host her elementary district competition before Christmas because teachers at her school started teaching TAAS right after the break and didn't have time for anything else.

That's sad.

The elementary and junior high portion of UIL is entirely based around mastery of the curriculum up through and including at least February. It's enrichment. It's correlated to TEKS objectives (as listed in the A+ Handbook) through substantial completion of the year. To offer the tests any sooner would not be fair to the students.

Furthermore, properly used, UIL academic competitions are great preparation for the TAAS test. All of the UIL contests have been correlated with the TEKS and can easily be justified, therefore, for TAAS test preparation. Someone want to volunteer to coordinate the UIL contests to TAAS? That would be a good addition to next year's A+ Handbook.

One coordinator called insisting that the UIL change. When I asked her if she'd called TEA to request that they change the TAAS dates. She replied, "What good would that do?"

It's good that the UIL is seen as an organization that is responsive to the needs of its constituency. We do try to look out not only for what people want but what's right. Giving a test in November and calling it a test that covers the year's curriculum isn't right.

In my discussions with such elementary and junior high administrators, the other consensus that we keep coming back to again and again is that the group has no voice. It's always overshadowed by high school activities. With over 5,000 elementary and junior high schools and only 1,100 high schools, that's odd.

One school wanted to move their elementary meet to November not because of TAAS but because of spring track conflicts. Priorities.

One school wanted to move their elementary meet to November because of farm animal shows and spring break. Apparently the need to host an academic meet wasn't considered when the district created the school calendar, but the Ag people were there with their voice. Priorities.

I suspect that if all of the elementary academic teachers in the district had gone with a logical, coherent

argument to the district administrators, some compromise would have been reached.

Sign on

In an effort to help elementary and junior high academic coaches and coordinators communicate, I've created an e-mail listserv through which you can share ideas and use your collective voice to come up with solutions to difficult problems.

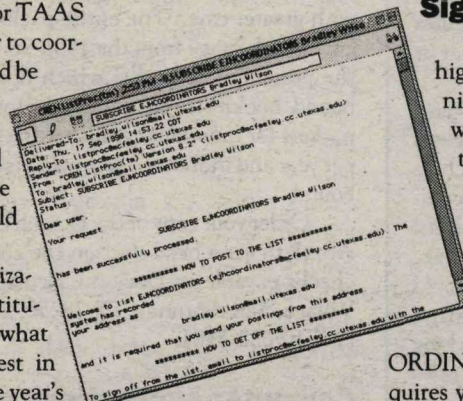
This is not a high-traffic listserv (not yet at least) so don't expect tons of e-mail.

To subscribe, send an e-mail message to listproc@mcfeeley.cc.utexas.edu that includes the statement "SUBSCRIBE EJHCOORDINATORS firstname lastname." The system requires your real first name, a space followed by your real last name. Almost immediately, you should receive a confirmation message that includes complete instructions on how to send e-mail to the list.

Initially, I can guarantee that I'll be using the list to inform you of changes in the elementary/junior high academic arena and to get your input on various things. It's rather lonely at times being the only person here working on elementary/junior high. Our collective minds are better than my one.

Update

Incidentally, to date (Sept. 29), we've received, 1,542 Participation Cards and mailed out as many A+ Handbooks and packets. Each of those schools represents one campus with an average of 73 students participating in activities (according to last year's statistics). That means the elementary/junior high voice is really the voice of almost 113,000 students.



TO SUBSCRIBE
Send an e-mail to:
listproc@mcfeeley.cc.utexas.edu

INCLUDE the following statement
SUBSCRIBE
EJHCOORDINATORS firstname lastname
all on one line where
firstname and last name are
your real first name and
last name

CHECK OUT
The elementary/junior high

Science I & II

Format changes; follows state TEKS

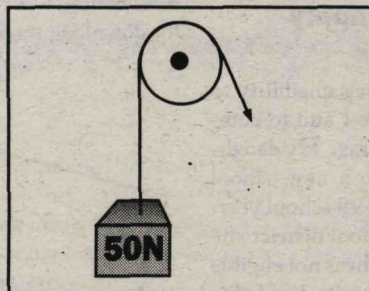
By Doris Tingle

EJH Science Contest Director

Now that the junior high science competitions are changing, here are a few tips to help you prepare to do well on the new science I and science II contests.

1. Read the TEKS. Refer to them when in doubt about content. Since this is the first year for the science I and II contests, it's important to find out what areas you need to stress. As you are incorporating the TEKS into your lesson plans, be sure to do so when coaching your science teams. Remember that the Science II curriculum builds upon that learned in Science I.
2. Stress the basics: measuring in the metric system, reading and interpreting graphs, identifying and using lab equipment, sequencing and using the scientific method. These concepts don't change.
3. Don't sweat the details too much. The contests are really designed to test a broad range of knowledge and problem-solving abilities. There are very few contest items requiring detailed knowledge.
4. Read the major articles in the *Science World* and *National Geographic World*. Once again, stress the main points: "Why is this true?"; "What makes this work?"

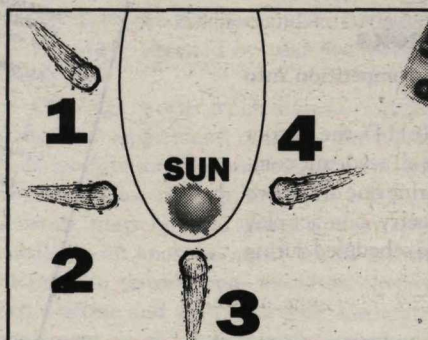
The wide range of material covered in science I and I texts in Texas makes it possible to cover life, earth and physical science topics about equally. No one discipline is stressed more than others.



EXAMPLE: SCIENCE I

The advantage of using this pulley is that it...

- a. requires less than 50N effort force.
- b. reduces work.
- c. has a high mechanical advantage.
- d. changes the direction of the effort force.*



EXAMPLE: SCIENCE II

At which point along its path is the comet moving fastest?

- a. 1
- b. 2
- c. 3*
- d. 4

Music memory frequently asked questions

I can't seem to find the Music Memory Bulletin on the UIL order form. Where do I get the materials?

As we began announcing early last spring, Art Education Ideas has produced the Music Memory Bulletin and a CD of all the UIL music. They also have quite a bit of other material. You can order the bulletin and CD straight from Art Education Ideas (203/847-7955) or from Music in Motion (800/445-0649) here in Texas.

How come the cost for the book went up from \$6 to \$60?

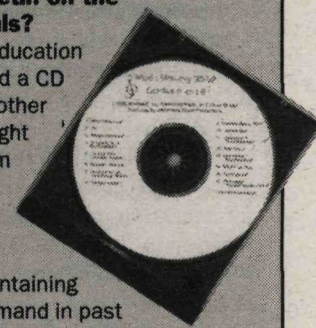
It's not just a book, it's a book and a top-notch CD containing new recordings of the works. There was quite a demand in past years for one source for the music. To make the production of this CD cost-effective, the bulletin was packaged with the CD. Art Education Ideas and the UIL are looking at ways to reduce the cost for next year.

But do I have to have the book?

Technically, no. The contest only covers the major work, the selection and the composer. However, if you're using the contest as part of a classroom activity (including TAAS preparation), which the UIL encourages, the Music Memory Bulletin contains everything you need to teach these works. If you don't want the bulletin or CD, you can order high-quality cassette tapes from Avant Recordings in Forney (972/564-3287). The tapes are \$10.⁹⁵ each. A study package of seven tapes is \$49.⁹⁵ Art Education Ideas also sells tapes.

What about third and fourth graders in music memory?

The UIL staff has proposed that the music memory contest be expanded to include third and fourth graders based on positive feedback from coaches across the state. If it passes the Legislative Council and State Board of Education, this change will take place next year. We have yet to determine whether or not third and fourth graders will use the same music as fifth and sixth graders. What do you think?



Invitationals

Oct. 3

GILMER HS
CX Debate Fall Tournament. Limited to 75 teams, 1st-10th place receive awards, three rounds with lunch break. Entries due Sept. 28. Cost is \$20 per team. Every two teams must provide a judge.
Contact: Sandy Spears, 903/843-3021 x. 126; fax: 903/843-2171

Oct. 10

DIBOLL HS
LD debate (novice and varsity divisions), CX debate (novice and varsity divisions), Informative and Persuasive Speaking, Prose and Poetry.
Contact: Gerry Wilbanks, 409/829-5626; fax: 409/829-5708; gwilbank@lcc.net

Oct. 17

CRANDALL HS
CX and LD Debate Tournament.
Contact: Rene Wright, 972/427-3910; fax: 972/472-3586; call early due to limited space.

TEXAS HS (Texarkana)

CX, LD, extemp.
Contact: Ann Hoover, 903/794-3891; fax: 903/792-8971

Nov. 14

SMITHVILLE HS
All academic events. CX, LD, all speaking events.
Contact: Debbie Winkler, 512/237-2451; fax: 512/237-5643

Nov. 20-21

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
Speech events Only. UIL rules - open to A, AA, and AAA, and open to novice only in AAAA, AAAAA.
Contact: Lydia Miller-Wyatt, 512/847-5729 x. 234; fax: 512/847-7269; lydmill@www.hotmail.com

Dec. 4-5

BAY CITY HS
All UIL speaking events; additional speaking events.
Contact: Andy Berkovsky, 409/245-2534; fax: 409/245-1220

Jan. 9

ATHENS HS
CX, LD, prose and poetry.
Contact: Cecil Jordan, 903/677-6920; fax: 903/677-6925

Jan. 15-16

UIL Invitational Tournament, 2A and 3A only QUITMAN HS
January 15 - CX and LD only.
January 16 - Academic, Test A.
Debate contact: Mike Morrow; Academic contact: Lacinda Frazier; 903/763-5413; fax: 903/763-2589

WICHITA FALLS HS

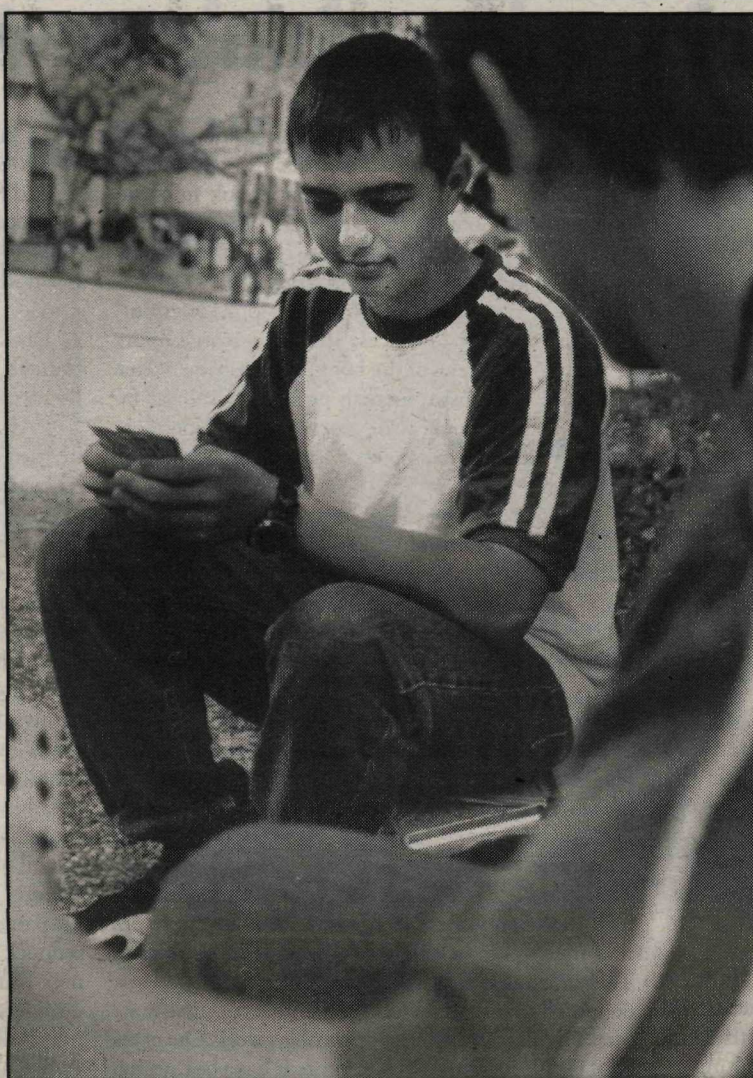
UIL academic tournament - all UIL academic events.
Contact: Annetta Reusch, 940/720-3189; fax: 940/767-4248

Jan. 16

CRANDALL HS
All UIL events except CX and LD debate.
Contact: Rene Wright, 972/427-3910; fax: 972/472-3586; call early due to limited space.

PINE TREE HS (Longview)

No debate; Test A materials.
Contact: Margaret Rhodes, 903/295-5031 x. 238; fax: 903/295-5029



THREE OF A KIND

While waiting for his ride home, Colby Glasgow, a competitor in UIL computer science, plays poker with his friends Justin Kuykendall, a competitor in LD debate and informative speaking, and Aaron Myers, a competitor in prose/poetry. The three attended the Student Activities Conference at the University of North Texas in Denton. Photo by Bradley Wilson.

VAN HS

CX, LD debate. Limited entries due to construction.
Contact: Elaine Dortch, 903/963-8623; fax: 903/963-5591

DENISON HS

All UIL events including speech. Set A.
Contact: John Terry, 903/465-2488; fax: 903/465-3894

Jan. 29-30

LINDALE HS
CX, LD, extemp, prose & poetry, academic events.
Contact: Janice Caldwell, 903/882-6138; fax: 903/882-2813

Feb. 12

ROBERT E. LEE HS (Tyler)
CX and LD debate only.
Contact: Jan E. Jones, Academic Coordinator, 903/531-3955; fax: 903/533-5112

Feb. 13

ROBERT E. LEE HS (Tyler)
All academic events except CX and LD debate; Test B materials.
Contact: Jan E. Jones, Academic Coordinator, 903/531-3955; fax: 903/533-5112

Feb. 19-20

KILGORE COLLEGE
UIL Invitational
Speech events only, no CX.
Feb. 19 - LD; Feb. 20 - informative, persuasive, prose and poetry.
Contact: Jeanine Tagg, 903/983-8176; fax: 903/983-8607; jtagg@aol.com

Feb. 20

TERRELL HS
CX, LD debate, informative & persuasive, prose & poetry tournament.
Contact: Cherie Henson, 972/563-7525; fax: 972/563-6318

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. 26-27

TULOSO-MIDWAY HS (Corpus Christi)
UIL practice tournament for academic and all speech events.
Contact: Edith George, 512/241-4253; fax: 512/241-4258

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

March 6

DIBOLL HS
All events except CX debate. Tests will NOT be UIL A or B but will be custom tests written by experienced UIL test writers. A novice division in LD may be offered.
Contact: Gerry Wilbanks, 409/829-5626; fax: 409/829-5708; gwilbank@lcc.net

Informative

1. Who was George Wallace?
2. How are states coping with required changes in federally funded welfare programs?
3. What are the major concerns of the independent counsel for campaign allegations against Clinton and Gore?
4. What progress has been made toward apprehending those responsible for terrorist attacks against U.S. embassies in Africa?
5. Why has Hillary Rodham Clinton's approval rating skyrocketed?
6. Why has the UN failed to maintain a watchful eye over Iraq?
7. What evidence has been found to implicate bin Laden to the U.S. embassy bombings?
8. What's creating baseball's current 'place in the run' among American fans?
9. How have world health leaders responded to AIDS?
10. What recent events in Cambodia have lead to civil unrest?
11. What arguments have Democrats made against block grants in education?
12. What is happening in Lesotho?
13. What is at stake in the German election?
14. Why are American universities concerned about alcohol use by students?
15. How has the State Board of Education responded to charter schools in Texas?
16. Clinton's race advisory board report: What are our next steps?
17. What impact has the Clean Water Act had on America's rivers?
18. What is Japan's government doing to revive its economy?
19. HMOs: What are the facts about their effectiveness?

Persuasive

1. Should Congress reinstate fast-track legislation for international trade agreements?
2. Resignation, impeachment, or censure: What's the most likely outcome of Clinton's current political crisis?
3. Senator John Ashcroft's tax-reform proposal: Would it be good for America?
4. What should the U.S. do to counter terrorism?
5. What steps should Russia take to insure currency stability?
6. TAAS testing: Have we gone too far?
7. Are investigators close to finding Jon Benet Ramsey's murderer(s)?
8. Is there an end in sight for the civil war in Albania?
9. Has America's military been down-sized too much?
10. Will recent elections in Bosnia-Herzegovina disrupt western efforts to create peace?
11. Does the public share the media's sense of betrayal?
12. Will Richard Holbrooke become the next U.S. ambassador to the United Nations?
13. Bear or Bull: Which way will the market go?
14. Can the U.S. government regulate the Internet?
15. Should the U.S. form a trade agreement with South America?
16. How successful has the IMF been in creating economic growth in lesser developed countries?
17. How worried should Americans be about Y2K?
18. To what extent will the Christian Coalition's agenda impact the Republican party in the 2000 presidential election?
19. What role should mass transit play in urban planning for the 21st century?

Questions arise concerning new categories

We now have hosted two Student Activities Conferences (Denton and Lubbock) where we have focused on the 1998-1999 prose and poetry categories in our conference sessions. SACs give the UIL staff a wonderful opportunity to receive valuable feedback from coaches and students. I would like to address some of the specific questions that have been raised concerning the new categories.



Jana Riggins
Assistant Academic Director

1. Is *Out of the Dust* by Karen Hesse (Scholastic Press) poetry or prose?

Poetry. If you are familiar with this book, you will understand why this question took some research time. One glance at the front of the book jacket has you assuming it is prose, since the word "novel" appears after the title. However, open the book and you find yourself staring at what "looks like" poetry! The Library of Congress Cataloguing-in-Data doesn't really clear anything up, since it lists the work as Poetry—Fiction.

Some coaches contacted me to ask, "Can it be read in both prose and poetry?" Knowing what the ramifications of such a ruling would be, I did my homework. I began my research by consulting *A Handbook to Literature*, 6th ed., since that is the UIL's source for literary criticism. It indicated that the term novel designates any extended fictional narrative,

almost always in prose. That didn't provide a definitive answer because the debate coach in me shouted out, "almost always!" Holman's handbook information opened a door for a poetry ruling, though, when it acknowledged that fiction was "most frequently associated with novels and short stories," yet acknowledged that "narrative poetry was also a form of fiction."

On to other resources: the American Library Association, reviews of the book, an interview with a respected UT-Austin English professor who was familiar with the book. (She graciously gave me more research hints and examples of other famous literature paralleling "poetic prose.")

The Association for Library Service to Children, Rebecca Singer, suggested that I contact Ellen Fader, chair of the 1998 Newbery Committee, since *Out of the Dust* had received the Newbery Medal. Fader indicated that the Newbery Award is bestowed upon any form of children's literature, including fiction, poetry, and nonfiction. Her impression was that since the book had the designation of "a novel" on the cover, this indicated that both the author and the publisher intended readers to approach the work as fiction.

After analyzing much research which only seemed to muddle the issue, I determined that the answer would best come from the author herself. I sent an e-mail to the publishers, Scholastic Press, in the hopes that they would be able to connect me to Ms. Hesse. They graciously forwarded my message, and Karen was delighted to respond. Her comments settled the matter: "Thank you for your support of my work. *Out of the Dust* is indeed written in free verse. It has a beginning, a middle, an end; it has conflict and resolution. But the story is told in a cycle of poems."

Note: Just in case you wonder how seriously we

take your documentation questions at the League, we do our best to base our decisions (admittedly sometimes difficult ones!) on the most credible research we can access within the time frame you give us for the ruling. Thanks to those who posed this question early in the season and who waited patiently for a ruling.

2. Does Poetry - Category B: "Diversity & the Human Experience" limit a student to ethnic literature?

Absolutely not. This category was certainly framed by the State Prose and Poetry Advisory Committee with the intent to encourage students to explore cultures others than their own, including the issue of race; however, the category description provided in the *Constitution and Contest Rules* encompasses "political, social, and/or economic realities that individuals experience in culturally diverse and complex human encounters." The committee is especially excited about this new category for the members believe it can be the catalyst for coaches to encourage students to examine issues beyond their own culture, beyond their comfort zones, so that a new awareness of human diversity is possible for the student. What a marvelous way to use oral interpretation to benefit not only an individual but all of us as we strive to be good citizens in a global society? Yes, students can explore cultures such as Hispanic, Asian, etc., but don't forget the likes of the redneck culture, too. Oh! And consider social awareness issues such as gangs, domestic violence, eating disorders, obesity, handicaps, family values, inner cities.

Political issues certainly fall under the category (what about Kent State? Vietnam? Scandals? The Holocaust?) Economic issues are another area included in the categorical description, as well. Students might choose to explore unemployment, the corporate downsizing crisis, or the lottery, among others.

As coaches, ask your students what interests them, what angers them, what they think is unjust, what past or present events they find newsworthy, what has made an impact on their life, and particularly, what would they most like to change about the world they live in. As they begin to contemplate their responses to these questions, they will see ideas emerging for themes they would like to pursue as they select literature for the diversity category.

For those who are concerned about whether or not their theme meets the category description, I want to emphasize that introductions and transitions may be critical to establishing the link between their program and the category. Competitors should those to insure that judges and their audience can vividly experience the diversity presented in the program.

This is one of the most exciting interp categories we've had in a long, long time. Have fun searching through literature you may never have read before or never were willing to risk reading for fear that a judge would not accept it from your interpretative perspective. This category demands diversity. Go for it!

3. Can we use prose or poetry selections we have found on the Internet?

This is a question we addressed in the *Leaguer* last spring. UIL encourages using the Internet as a research tool; we even link you to literary sites on our speech Web page. However, in UIL interpretation events, if you find a selection on the Internet, you will need to continue your search to discover if the piece is also printed as copyrighted material from a publisher. This ruling avoids someone retrieving a selection from a personal home page and encourages the literary merit of the selections used, having passed a publisher's approval, for UIL competition purposes.

Secret revealed: Participation key to success

By Cinthia Salinas

UIL Consultant

Given my incredible career as an incredible speech/debate coach during my young and incredible years, it is quite common for colleagues—especially younger ones—to ask me about the "secret" to my incredibleness. (To know me, by the way, is to realize that last sentence was in jest).

Often I have trapped these curious ones in complex discussions about structuring practices based on child development theories. Often I have subjected these ambitious ones to a treatise on the curricular and pedagogical implications in aligning instruction with assessment. And every once in a while, I have enticed these desperate ones with tips on how to influence judges and UIL directors with their public school teacher salaries.

But now that I have been encircled by the curious, ambitious and desperate ones, I can come clean.

The secret weapon? The answer to all these questions and more? The not yet published dissertation? Listen one and all so that I may tell you how you too can be thin, good looking, and in Austin at the State Meet come this spring—get 'em on the bus.

Bottom line is that no matter how we structure practices, or how many theories about child development we apply, or how

much time we spend deciphering paradigmatic schema, our students benefit the most from simply hopping on the yellow dawg, and getting to a competitive tournament.

If you can persuade teenagers to give up their precious afterschool time, learn how to pronounce Kant, write tags that have nothing to do with the cards, memorize introductions about their personal schizophrenia, and wear pants that aren't a bright and wide "blast from the past," then you are inching them toward those moments of glory and trophy heaven. But competitors who can pronounce Kant, write tags that match the cards, build rapport with a 30-second glimpse into the next seven minutes, and pose for GQ magazine will best achieve success when they compete. Get 'em on the bus!

I don't want to discount the value of planning practices with great care or requiring afterschool speeches and performances. I won't diminish the importance of reviewing our students' cases or helping with the cutting of pieces. And I certainly will not deny that coaching is key to our students' success. However, I do believe that there is no substitute for experience. Get 'em on the bus.

Only when our students can sense the exuberance and intellectual challenges of round I, will they fully grasp the amazing value of academic excellence through competition. Only when our students can see

their names posted in marker on a board on the wall of a hot gym in the middle of the day, will they embrace the excitement of matching one's talent against another's. Only when our students can sit late at night in a crowded and noisy auditorium, and hear their name called out loud, will they share with us a pride in their abilities and potential. Only when we get 'em on the bus.

So the secret is out. Since I no longer coach, I felt comfortable revealing the biggest secret to my incredulous career. By many accounts, I have not cornered the market on prose and poetry, or extemp or debate theory. What I have discovered after years of hard work and dedication toward the principles of academic competition is that only when our students' worn bags and stuffed tubs are packed, wrinkled permission slips turned in, and bodies cramped between backpacks, snacks, blankets, and bottled water containers could I help these young visionaries achieve what they so richly deserve—the time of their lives. After a decade of coaching, it all seems so simple now—get 'em on the bus.

[Cinthia Salinas spent 12 years as a successful speech and debate coach in the Rio Grande Valley and now serves as a UIL consultant and state contest director. —ed]

Enrollment cards due Nov. 1; Theatre Fest registration deadline Dec. 1

It seems rather early to start pushing deadlines but I may not have another opportunity between now and December. This *Leaguer* is scheduled to reach schools in early October and the next in mid-November. However, my elderly brain and natural suspicion questions mail delivery and distribution. I remind you that the official One-Act Play Enrollment Card is due in this office Nov. 1. As of this writing more than 500 schools that normally participate have not responded.



Lynn Murray
Drama Director

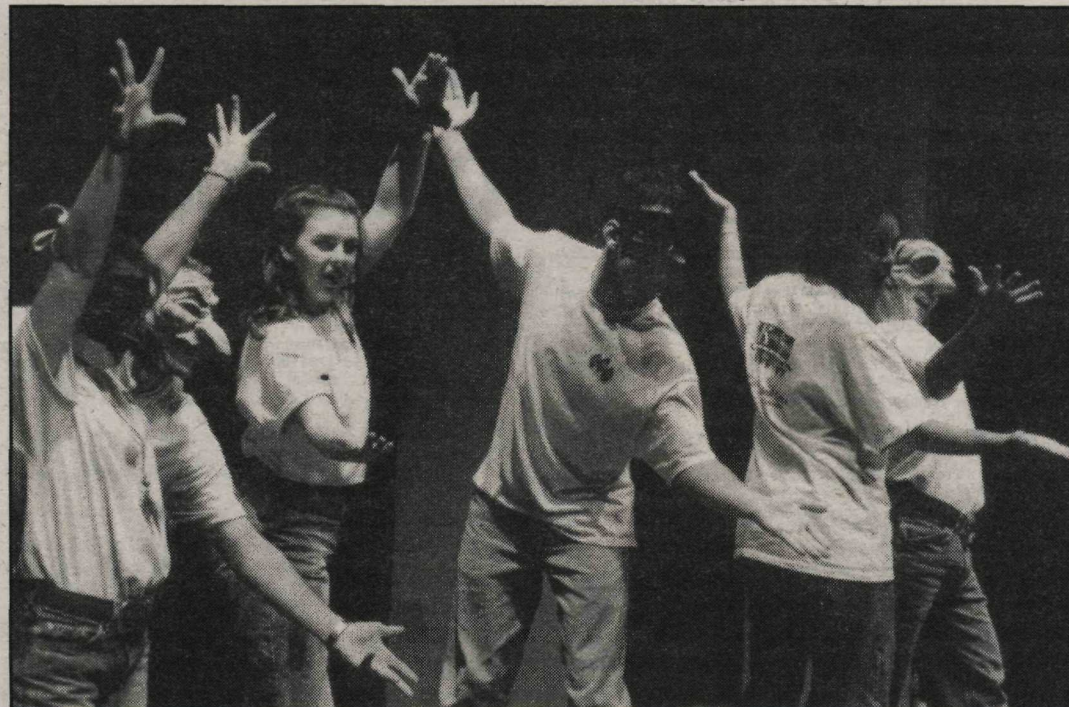
The first OAP enrollment mailing sent to administrators, was mailed in late August. The second OAP mailing to "Theatre Director" left this office in late September. All should have enrollment cards and OAP info by now. If you received the second mailing, we don't have your OAP enrollment card. Yes, it could have crossed in the mail but the safe method is to send in the green card now!

TETA Fest

Do you plan to participate in the Texas Educational Theatre Association Theatre Fest '99 or have students audition? Now is the time to send in registration. The deadline for both is "before" Dec. 1. You should receive *Texas Theatre Notes* and an audition packet in October. Both go to all members and schools and have registration forms. I urge you to respond promptly. Postmarked "before" Dec. 1, registration is \$85. Late/on-site registration is \$125. Each individual must submit a registration form and pay membership and other appropriate fees for the Jan. 20-24, 1999 Austin-Renaissance Hotel convention.

With OAP organizational materials, a tentative TETA convention program will be mailed to participating schools and critic judges. Our Nov. 1 enrollment deadline may prevent us from getting the materials to theatre directors and judges by Dec. 1. Program plans at this time look promising. The TETA Adjudicators Organization has a full day of workshops scheduled for Thursday. Required workshop for new UIL Adjudication Organization judges run from 9 a.m. to 6:30 p.m. with a lunch break. If any of you know of potential AO members, they should contact Don Howell at 512/471-9996. The criteria is in the judge's section of the OAP *Handbook* but Don will be quick to fax, e-mail, or mail information. There are too many UIL focused programs to list but I promise something for everybody. Heavy emphasis is planned for theatre uses of computer technology. Computer facilities for programming will be at the Renaissance, computer and lighting labs at UT and Austin Community College.

In addition to the usual 200 programs meetings and performances there will be special guests and guest professionals, some of which I had the pleasure of knowing during their UIL/UT Summer Theatre Workshop days. Playwright Robert Schenkken (1992 Pulitzer Prize winning play *Kentucky Cycle*) and actress Sherry Stringfield (*The Guiding Light*, *NYPD Blues*, *ER*, *Studio 54*) are scheduled presenters. Both have similar backgrounds of performing as high school students in *A Midsummer Night's Dream*. Sherry played Titania in Klein High School's production at State Meet in 1984



and Robert played Oberon during the 1969 UT Summer Theatre Workshop as a participant from Austin High School.

This would make you believe that considerable professional success has some relationship to being exposed to Shakespeare. Additional professionals that have agreed to participate are sisters Holly (casting director-LA) and Janis (American Academy of Music and Dramatic Art-NY) Powell, Lynn Thompson (involved in the NY "creation" of *Rent*), Wanda Gregory, (professional hair designer and make-up artist-NY), a producer from the Disney Corporation, and a staff member from the Goodman Theatre in Chicago. Numerous other professionals, university faculty (in and out-of-state) and many of our own fellow Texans have agreed to share their experiences with us. We are looking forward to seeing again Susan King-Lachane (Theatre teacher - Indonesia), Jody Wodrich (scene designer-LA) and Charlene Speyerer (professional stage manager-*Phantom of the Opera*). There will be more next time but this should be enough to encourage you to mail your TETA registration early.

TETA scholarships

Since many of the late entry or "is there any way to beat the system" TETA scholarships audition calls are directed toward this office, I've decided to offer written advice on this subject. It won't help one bit to call me if you fail to get your audition application or convention registration to the appropriate place prior to the deadline.

- TETA audition packets are mailed in October. Look for them.
- Read all instructions very thoroughly/carefully and complete ASAP. There are 15 forms to review.
- Be sure you are sending the proper form to the correct person.
- Teachers must check forms before they are mailed
- The required photo must fit in the application box provided. Those larger than the box are discarded.
- Ask the "audition coordinators." They know the answers.
- Although a short waiting list is maintained only 100 acting auditioners are accepted. Early birds really do get the opportunity if the forms are prop-

erly completed and sent to the proper person.

- Do not fax or e-mail the information. It will not be accepted.
- If you don't receive or lose audition forms they may be obtained from Patrick Vaughn, Angelina College, Box 1768, Lufkin, TX 75902; 409/633-5233; fax: 409/639-4299; thtraud@lcc.net. This is the only source for the 1999 forms
- Do not go to all this trouble unless you pay the proper audition and convention fee if you plan to participate.

Area meet information

The 1999 OAP area meet information is provided on the UIL Web page. This tentative list is provided early to allow districts to schedule and plan. This is especially important in conference A with the introduction of "area" track meets forcing district meets to the first week. Most track meets are scheduled in all other conferences during the second permissible district week. In instances where host, management, participating districts and the League drama director agree, a date may be changed.

It is critical that all become familiar with and have some access to the UIL Web site. It contains the current UIL *Constitution and Contest Rules*, the most up-to-date AO judge list, the OAP approved play lists and other OAP information will be added as time permits. It is also a great way to be the first in your district to read the *Leaguer*. You might give it an early look about Nov. 16, Jan. 25, March 1, and April 26. It is our plan to make future OAP UIL/AO critic judge lists available from this source only, except in cases of emergency. We haven't yet decided what will constitute such cases.

Beginning next year additions to the basic set shall accompany the play request for plays not on the approved lists. Beginning now, a set request that does not include the essential elements of i-v of Section 1033 (c)(2)(E) of the C&CR will be rejected. The fee will not be refunded, and the request will not be reconsidered. Start planning now. Somebody said that "the only limit to your garden is at the boundaries of your imagination." I guess I should have said "starting now."

THANK YOU

Students from Lake Dallas High School rehearse "The King Stag" before the one-act play competition at State Meet last spring. Chris Kelley was named best actor and received the Samuel French Award and Gene and Sally Dickey Scholarship. Clay Lawrence and Kerry Davis were named to the all-star cast. Deb Shaw directed the play which won first place in conference 3A.



Robert Schenkken
Austin High School
1969



Sherry Stringfield
Klein High School
1984

1998 UIL-approved Texas Educational Theatre Association Adjudicator Organization's

One-Act Play Critic Judges

Eligible critic judges as of date of printing, Sept. 29, 1998.

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

Key

- ☆ TETAAO recommended area/region judge
- Independent
- ✓ College/university employee
- † Public school employee
- ▲ Private school employee
- I-IV Approximate region of residence
- () Institution affiliation
- [] Date recertification required

- † Cheryl Allen (pending recertification) (East Chambers ISD), PO Box 150, Winnie TX 77665 (409) 296-4187 - III [1/99]
- ☆ Marilyn Pool Allen, 1803 Huntington, Midland TX 79705 (915) 686-9382 - I [1/00]
- Karri Nichols Anderson (Let 'er Buck Entertainment), 2025 Skillman Dr., Garland TX 75041 (972) 864-0818 - II [1/03]
- † Larry Arnold (Deer Park HS), 1911 Wendy Hill Way, Houston TX 77058 (281) 486-7052 - III [1/01]
- ▲ John Athas (Bishop Lynch HS), 10308 Joaquin, Dallas TX 75228 (214) 324-9874 - II [1/03]
- Jerry Ayers (Haute Ayers Designs) (pending certification) 311 1/2 S. Rogers, Waxahachie TX 75165 (972) 938-0316 - II [1/99]
- ✓ C.W. Bahs, S.F. Austin State Univ.-Theatre, SFA Box 9090, Nacogdoches TX 75961 (409) 468-4003 - II [1/02]
- ☆ Patricia C Baldwin (pending recertification) (Angelina Col.), 1428 Sleepy Hollow, Lufkin TX 75904 (409) 634-3622 - I [1/99]
- ☆ Kathy Barber (Kilgore College), 1005 Andrews, Kilgore TX 75662 (903) 984-5021 - II [1/03]
- Jeannine Pasini Beekman (Spellweaver Prdns.), 10606 Clematis, Houston TX 77035 (713) 728-3655 - III [1/01] As of spring, 1999, PO Box 562, Benton LA 71006 (318) 965-9984
- Elaine Bent (Good Muse Troupe), 6932 Wakefield, Dallas TX 75231-8120 (214) 342-1920 - II [1/03]
- ✓ Norman A Bert, Texas Tech Univ., TTU Theatre, Box 42061, Lubbock TX 79409-2061 (806) 742-3601 - I [1/01]
- G'Ann Boyd (pending recertification), 11250 Taylor Draper Lane #914, Austin TX 78759 (512) 349-5416 - IV [1/99]
- ☆ Royal R Brantley (West TX A&M Univ.), 6819 Windridge Place, Amarillo TX 79109 (806) 651-2811 - I [1/00]
- ☆ Jay C Brown (Ropes HS), 9601 Orlando, Lubbock TX 79423 (806) 794-3243 - I [1/02]
- ✓ Joe A Brown (Texas Wesleyan Univ.), 1513 Holt, Fort Worth TX 76103 (817) 534-2161 - II [1/01]
- ☆ Pam Brown (Cooper HS), 9601 Orlando, Lubbock TX 79423 (806) 794-3243 - I [1/01]
- Lucia Bunch, 3380 East Houston St., Paris TX 75460 (903) 784-5184 - II [1/03]
- ✓ Jim Bush (Texas Tech Univ.), 2706 22nd, Lubbock TX 79410 (806) 744-3457 - I [1/03]
- Thomas J. Byrne (pending certification), 2202 North Loop, #242, Austin TX 78756 (512) 452-7502 - IV [1/99]
- ✓ James W. Carlsen, Texas A&M-Corpus Christi, 6300 Ocean Drive, Corpus Christi TX 78412 (512) 994-2318 - IV [1/00]
- ✓ Sheleigh Carmichael, San Jacinto College-South, 13735 Beamer, Houston TX 77089 (281) 922-3497 - III [1/01]
- ✓ Rod Caspers (pending recertification) (UT-Austin), 8004 Epping Lane, Austin TX 78745 (512) 326-5233 - IV [1/99]
- ✓ Marion Castleberry, OK Baptist Univ., OBU Box 61189, Shawnee OK 74801 (405) 878-2369 or 275-0508 - II [1/03]
- Terri Castleberry, 2710 Frank Buck Dr., Shawnee OK 74801 (405) 275-0508 - II [1/03]
- ☆ Donna Cleavinger, PO Box 88, New Albany MS 38652 (601) 534-3690 [1/00]
- ✓ Kathleen Cochran, McLennan Comm. College-Theatre, 1400 College Dr., Waco TX 76710 (254) 399-6331 - II [1/03]
- ✓ Helen Cogan, Western Texas College, 6200 College Ave., Snyder TX 79549 (915) 573-8511 - I [1/03]
- ✓ Gene Cole (South Plains College), 1401 College #163, Levelland TX 79336 (806) 894-9611 x.2266 - I [1/01]
- † Kay A. Coleman (Edison HS), 7626 Callaghan Rd. #2316, San Antonio TX 78229 (210) 342-4460 - IV [1/02]
- ✓ Bill G Cook, Baylor University, PO Box 97262, Waco TX 76798-7262 (254) 710-1861 - II [1/00]
- ✓ Michael D. Coon (TX A&M-Commerce), 1602 Jackson St., Commerce TX 75428 (903) 886-0952 - II [1/03]
- ✓ Jerry Cotton (Cedar Valley College), 714 Sherwood Court, Cedar Hill TX 75104 (972) 291-5449 - II [1/03]
- ✓ Kay L Coughenour (pending recertification) (TX A&M-Commerce), 1701 Meadowview Lane, Commerce TX 75428 (903) 886-2652 - II [1/99]
- Amber A. Crafton, 1613 9th Ave., Canyon TX 79015 (806) 655-9822 - I [1/02]
- ✓ Wm. Perry Crafton, West Texas A&M Univ., WTAMU Box 60747, Canyon TX 79016 (806) 651-2806 - I [1/02]
- Katy Meaker Craig, 3030 McKinney #1901, Dallas TX 75204 (214) 871-9101 - II [1/03]
- ✓ Philip Craik (McMurry University), 933 Grand Ave., Abilene TX 79605 (915) 676-7405 - I [1/00]
- ☆ Josh Crane (Retired), 2300 Colquitt, Apt #43, Houston TX 77098-3237 (713) 520-5469 - III [1/00]
- ✓ David Crawford, Tyler Jr. College, PO Box 9020, Tyler TX 75711 (903) 510-2678 - II [1/01]
- ☆ Paul D. Crump (Retired), 7903 Braesdale Lane, Houston TX 77071 (713) 773-9019 - III [1/01]
- ✓ Ralph B. Culp (Univ. of North Texas), 424 Magnolia St., Denton TX 76201 (940) 382-1448 - II [1/02]
- ✓ LaDonna R. Davis, Trinity Valley Comm. College, 500 S. Prairieville, Athens TX 75751 (903) 675-6384 - II [1/00]
- ✓ Stan C Denman, Baylor University, PO Box 97262, Waco TX 76798 (254) 710-1861 - II [1/02]
- ☆ Gene Dickey, 4835 N O'Connor Road, Ste 134-447, Irving TX 75062 (972) 393-4164 - II [1/01]
- ☆ Tom A. Dickson (Thea. Consultant), 404 Cumberland Dr., Hurst TX 76054 (817) 498-0870 - II [1/03]
- ★ Cran Dodds (Bravo Productions), 1419 W 5th Ave., Corsicana TX 75110 (903) 872-0559 - II [1/02]
- Ronald S. Dodson (Retired), 4301 Red River, Austin TX 78751 (512) 454-6240 - IV [1/02]
- ✓ Linda Donahue (Texas Tech Univ.), 3727 94th Place, Lubbock TX 79423 (806) hm-797-7290 Awk-742-3601 - I [1/01]
- ✓ Lucien Douglas (UT-Austin), 2804-B Bridle Path, Austin TX 78703 (512) 457-1181 - IV [1/02]
- ☆ Eleanor Dryden (Ritz Community Theatre), 3298 Gary Brewer Road, Snyder TX 79549 (915) 573-9739 - I [1/00]
- ✓ K Pert Durapau (pending recertification), Tarrant Co. Jr. College-SE, 2100 TCJC Parkway, Arlington TX 76018 (817) 515-3595 - II [1/99]
- ☆ Bill Durham, 2802 Oakhaven Dr, Austin TX 78704 (512) 440-0072 - IV [1/03]
- ✓ Vickie Shamp Ellis (Grayson Co. Jr. Coll.) Rt. 2, Box 102-A, Denison TX 75020 (903) 463-8590 - II [1/02]
- ✓ Michael Endy, Weatherford College 308 E. Park Ave., Weatherford, TX 76086 (817) 594-5471 x211 - I [1/03]
- † John Everts (McMath Middle School), 1917 Canyon Ct., Denton TX 76205 (940) 387-5995 - II [1/01]
- ✓ Charles Falcon (San Antonio College), 14235 Ridgeboro, San Antonio TX 78232 (210) 495-7700 - IV [1/01]
- ✓ Ron Fischli (Midwestern State Univ.), 1321 Oakhurst Dr., Wichita Falls TX 76302 (940) 397-4274 - II [1/01]
- ✓ Michael Kim Frederick, Del Mar College, 101 Baldwin, Corpus Christi TX 78404 (512) 698-1507 - IV [1/00]
- Eileen Garrett (pending recertification), 274 Southwood Dr, Lancaster TX 75146 (972) 218-5583 - II [1/99]
- Dennis Gilmore (Athens Little Theatre), 801 Country Club Circle, Athens TX 75751 (903) 675-3908 - II [1/02]

- ☆ † Karen Gossett, Strickland Middle School, 324 Windsor, Denton TX 76201 (940) 383-1621 - II [1/01]
- ✓ Alva Hascall, University of Texas-Austin, PO Box 7818, Austin TX 78713 (512) 471-0665 - IV [1/02]
- Maria Sáenz Hascall (Theatre Consultant), 103 W. 32nd St., Austin TX 78705 [after 8/1/98 - 1704 Hartford Road, Austin TX 78703] (512) 482-9222 / 463-5011 - IV [1/02]
- ✓ Penelope Hasekoester (Sam Houston State Univ.), 1424 - 22nd, Huntsville TX 77340 (409) 294-1330 - III [1/03]
- ✓ Harold J Haynes (Houston Comm. College-Central), 4816 Main St., Houston TX 77002 (713) 527-8277 - III [1/00]
- ✓ Elizabeth R Hedges (Panola College), 809 Beverly Dr., Carthage TX 75633 (903) 693-3880 - II [1/03]
- ✓ Robert Hodde (Victoria College), PO Box 3972, Victoria TX 77903-3972 (512) 573-3291 x.244 - IV [1/03]
- ✓ Mark B Holtorf (pending recertification) (Tarleton State Univ.), PO Box 1801, Stephenville TX 76401-7801 (254) 965-2712 - I [1/99]
- ✓ Jami Hughes, Montgomery College, 3200 College Park Dr., Conroe TX 77304 (409) 273-7248 - III [1/01]
- ☆ Betty Hukill (Paramount Theatre), 1933 Highland, Abilene TX 79605 (915) 698-1399 - I [1/00]
- ✓ Charles Hukill (McMurry University), 1933 Highland Ave., Abilene TX 79605 (915) 698-1399 - I [1/00]
- ✓ Nancy Jo Humfeld, Howard Payne University, 1000 Fisk, Brownwood TX 76801 (915) 646-2502 - I [1/02]
- ✓ Paul Hutchins (pending recertification) (North Central Texas College), 2901 N Elm St, Denton TX 76201 (940) 382-6845 - II [1/99]
- ✓ Cathy Huvar, Wharton Co. Jr. Coll., 911 Boling Hwy., Wharton TX 77488 (409) 532-6337 - III [1/03]
- ✓ James Ivey, Hardin-Simmons Univ.-Theatre, PO Box 14864, Abilene TX 79698-4864 (915) 670-1404 - I [1/01]
- ✓ Jerry R Ivins, San Jac. Coll.-Cent., 8060 Spencer Hwy, Box 2007, Pasadena TX 77501 (281) 476-1828 - III [1/01]
- ☆ Charles R Jeffries (Texas Theatre Consultants), 2935 Nacogdoches, #209, San Antonio TX 78217 (210) 826-8097 - IV [1/00]
- ✓ Jay Jennings (pending recertification) (Southwest Texas State Univ.), 911 Hillyer, San Marcos TX 78666 (512) 392-1669 - IV [1/99]
- ✓ Joseph Jones (Collin Co. Comm. College), 4201 Sarasota Lane, McKinney TX 75070 (972) 529-2439 - II [1/03]
- ✓ Lynette Perkins Jones (Lee College), 1122 Jeffrey, Deer Park TX 77536 (281) 425-6486 - III [1/01]
- ✓ Ron Jones (Kingwood College), 4414 Marlborough, Houston TX 77092 (713) 869-8927 - III [1/01]
- ✓ Kathleen Juhl (pending recertification), Southwestern Univ.-Theatre & Communication, Georgetown TX 78626 (512) 863-1368 - IV [1/99]
- ✓ Kathy Watson Jumper, Ranger College, College Circle - Box 6, Ranger TX 76470 (254) 647-3234 - I [1/02]
- Pat Jurek, 237 Royal Road, Port Lavaca TX 77979 (512) 552-2255 - III [1/01]
- ✓ Joseph Kaough (pending recertification), North Harris College, 2700 W Thorne Dr, Houston TX 77073 (281) 618-5548 - III [1/99]
- ✓ Ray E Karrer (Paris Jr. College), 2346 Hubbard, Paris TX 75460 (903) 784-3885 / 782-0242 - II [1/02]
- ✓ James D Kemmerling (West TX A&M Univ.), 7413 Dreyfuss, Amarillo TX 79121 (806) 355-8091 - I [1/03]
- ✓ Nancy C. Kennedy, 1802 Jackson, Commerce TX 75428 (903) 886-0952 - II [1/01]
- ☆ † Silas Kennemer (L.D. Bell HS), 3420 Bird St, Fort Worth TX 76111-4810 (817) 838-2061 / 282-2551 x.230 - II [1/00]
- Jerry Knight (Texas Theatre Consultants) (pending certification), 2935 Nacogdoches, #209, San Antonio TX 78217 (210) 826-8097 - IV [1/99]
- ✓ Jay P. Kyle, Hill College, P.O. Box 619, Hillsboro, TX 76645 (254) 582-2555 x.271 - II [1/03]
- ✓ Connie Whitt Lambert (Texas Wesleyan Univ.), 5308 Tartan Circle, Denton TX 76208 (940) 387-2408 - II [1/02]
- ✓ James (Jason) Lee (Texas Tech Univ.), 4320 42nd St., Lubbock TX 79413 (806) 795-5132 - I [1/03]
- ✓ Tobyn Leigh (Texas Tech Univ.), 5202 Kenosha Ave. #5, Lubbock TX 79413 (806) 792-5351 - I [1/03]
- ✓ Richard Leslie (McLennan Comm. College), 3416 Live Oak, Waco TX 76708 (254) 754-8514 - II [1/02]
- ✓ Kathy Lingo (Collin Co. Comm. Coll.), 2429 Dalgreen, Plano TX 75075 (972) 596-1687 - II [1/01]
- ✓ Susan Loughran (pending recertification) (St. Edward's Univ.), 3621 Leadville Dr, Austin TX 78749 (512) 282-9936 - IV [1/99]
- ✓ Betty Jo Luedecke, PO Box 922, Gilmer TX 76544 (903) 797-6180 - III [1/03]
- ✓ Jerry MacLauchlin (McLennan Comm. Coll./Baylor Un), 4704 Edmond, Waco TX 76710 (254) 776-3896 - II [1/02]
- ✓ Glenna D Maglio-Owens, Montgomery Comm. Coll., 3200 Hwy 242W, Conroe TX 77384 (409) 273-7267 - III [1/01]
- ✓ Jim Mammarella, San Antonio College, 1300 San Pedro Ave, San Antonio TX 78212 (210) 733-2715 - IV [1/00]
- ✓ Jonathan Marks (Texas Tech Univ.), 4012 92nd St., Lubbock TX 79423-2928 (806) 742-3611 - I [1/01]
- Lou-Ida Marsh (Theatre Consultant), 607 W Fox, Caldwell TX 77836 (409) 567-4388 - II [1/01]
- ✓ Sandra Mayo (pending recertification), St Philip's College, 1801 Martin Luther King Dr, San Antonio TX 78203 (210) 531-3597 - IV [1/99]
- ✓ Kevin J McCluskey, S. F. Austin St. Un., Box 9090, SFA Station, Nacogdoches TX 75962 (409) 468-4003 - II [1/03]
- Andra Allen McLarty, Rt. 12, Box 1140, Lufkin TX 75904 (409) 637-6021 - II [1/03]
- Connie McMillan (Retired), 602-B Texas Avenue, Austin TX 78705 (512) 482-8253 - IV [1/03]
- ✓ Nancy McVean, Weatherford College, 308 E. Park St., Weatherford TX 76086 (817) 594-5471 x.307 - I [1/01]

- ✓ Joseph Daniel Mendoza, Lee College, PO Box 818, Baytown TX 77521 (281) 425-6538/6355 - III [1/01]
- ✓ James R Miller (pending recertification), Sam Houston State Univ., PO Box 2297, SHSU, Huntsville TX 77341 (409) 294-1328 - III [1/99]
- ✓ Mary Jane Mingus (Free-lance Designer), 2021 Woodland Dr, Stephenville TX 76401 (254) 968-2207 - I [1/01]
- Michael Moore, 5615 Harvard, Lubbock TX 79416-1133 (806) 791-4215 - I [1/03]
- ☆ Luis Muñoz (Summit Productions), 308 Lark Ave., McAllen TX 78504 (956) 686-8170 - IV [1/03]
- Pat Musburger, 2410 Pine Terr, Kingwood TX 77339 (281) 359-9897 - III [1/01]
- ☆ Patrick Muscanere (Nortel MultiMedia), 1810 N. Garrett Ave. Suite 210, Dallas TX 75206 (214) 823-6539 - II [1/03]
- ✓ Bradley A. Nies, Blinn College, 902 College Ave., Brenham TX 77833 (409) 830-4269 - III [1/03]
- ✓ John E Ore (Southwestern Univ.), 601 5th St, Pflugerville TX 78660 (512) 251-1281 - IV [1/02]
- ✓ Allen H Oster (S. F. Austin St. Un.), 2620 E. Main St., Nacogdoches TX 75961 (409) 564-8821 - II [1/01]
- ☆ Krin Brooks Perry (pending recertification) (Southwest Texas State Univ.), 4312 Eskew Dr, Austin TX 78749 (512) 280-7577 - IV [1/99]
- ✓ Adonia Placette (pending recertification), Lamar University, PO Box 10044-LUS, Beaumont TX 77710 (409) 880-8037 - III [1/99]
- Angela Porter, 19197 Valley Dr., Flint TX 75762 (903) 894-8314 - II [1/03]
- Beulah Pruett (Alex.-Smith Academy), 10351 Chevy Chase, Houston TX 77042-2445 (713) 789-6153 - III [1/00]
- ✓ Jim Rambo (pending recertification) (McLennan Comm. Coll.), 4101 Grim, Waco TX 76710 (254) 299-8177 - II [1/99]
- ✓ Robin Robinson (Grayson County College), 1208 N. Woods, Sherman TX 75092 (903) 813-1642 - II [1/03]
- ✓ Allan Ross (pending recertification) (San Antonio Coll.), 135 Seford Dr, San Antonio TX 78209 (210) 733-2745 - IV [1/99]
- ✓ Marti Runnels, Wayland University, 1900 W 7th St, Plainview TX 79072 (806) 291-5054 - I [1/02]
- ✓ Stacy Schronk (pending recertification) (Tarrant Co. Jr. Coll.-North-east), 1410 El Camino Real, Euless TX 76040 (817) 267-8674 - II [1/98]
- † W. E. Schuetz (Gregory-Portland), PO Box 885, Ingleside TX 78362 (512) 776-2707 or 643-2538 x.282 - IV [1/02]
- ✓ Roger Schultz, TX A&M Univ.-Theatre Program, TAMU, College Station TX 77843-4234 (409) 845-2526 - II [1/01]
- ✓ Gregory M Schwab (pending recertification), Sul Ross State Univ., PO Box C-29, Alpine TX 79832 (915) 837-8220 or 837-1068 - I [1/99]
- ✓ Diana Gural Searcy (Kingwood College), 3606 Oak Gardens, Kingwood TX 77339 (281) 358-7454 - III [1/00]
- ✓ Chuck Sheffield, Richland College, 12800 Abrams Road, Dallas TX 75243-2199 (972) 238-6255 - II [1/03]
- ✓ Eric Shephard (Baylor Univ.), 220 Gurley Lane, Waco TX 76706-6473 (254) 752-9323 - II [1/02]
- Linda Lucretia Shuler (Theatre Consultant), 2744 Briarhurst #25, Houston TX 77057 (713) 977-2953 - III [1/01]
- ✓ Victor L Siler (pending recertification), Tyler Junior College, PO Box 9020, Tyler TX 75711 (903) 510-2203 - II [1/99]
- ✓ Ed Simone (pending recertification) (Southwest Texas State Univ.), 307 Quarry St., San Marcos TX 78666 (512) 392-8565 - IV [1/99]
- † Robert Singleton, H.S. Performing & Visual Arts, 4001 Stanford, Houston TX 77006-4948 (713) 942-1966 - III [1/03]
- Alma Slawinski, 1220 Sally Anne Dr, Rosenberg TX 77471 (281) 232-5758 - III [1/02]
- ✓ Lawrence Ray Smith (Theatre Consultant), 522 East Lane, Kerrville TX 78028 (830) 895-5936 - IV [1/00]
- † Vicki Smith (George Jr. High/Rosenberg), 4531 Topaz Trail Dr., Sugarland TX 77479 (281) 980-1210 - III [1/03]
- ✓ Thomas F Soare, San Houston State Univ., PO Box 2297-S.H.S.U., Huntsville TX 77341 (409) 294-1338 - III [1/01]
- ✓ Cynthia M SoRelle (pending recertification), McLennan Comm. College, 1400 College Dr, Waco TX 76708 (254) 299-8903 - II [1/99]
- ✓ George W Sorensen (Theatre Consultant), 2 Brentwood Circle, Lubbock TX 79407 (806) 797-5502 - I [1/01]
- ✓ Neil St Clair, Howard Payne Univ., 1000 Fisk, Brownwood TX 76801 (915) 649-8515 - I [1/03]
- Mary E. (Liz) Starcher (Retired), 1900 Japonica, Plano TX 75074 (972) 423-1469 - II [1/03]
- ✓ Clarence Strickland (Tyler Jr. College), 10633 FM 2767, Tyler TX 75708 (903) 533-9369/510-2211 - II [1/01]
- ✓ Mark Templeton (SW Missouri St. Un.), 3664 S. Swan Ave., Springfield MO 65807 (417) 836-9545 - I [1/03]
- ✓ Jimmy L Tinkle (pending recertification), 1608 S 1st, Lufkin TX 75904 (409) 634-5800 - II [1/99]
- ✓ Wayne I Toone (Temple College), 514 E 6th Ave, Belton TX 76513 (254) 939-2743 - IV [1/02]
- ✓ Richard Tuman, Texas Tech Univ.-Theatre, PO Box 42061, Lubbock TX 79409-2061 (806) 742-3601 - I [1/03]
- ✓ C Lee Turner, Theatre Arts, Prairie View A&M Univ., PO Box 747, Prairie View TX 77446 (409) 857-2356 - III [1/00]
- ✓ Patrick Vaughn, Angelina College, P.O. Box 1768, Lufkin, TX 75902 (409) 639-1301 x.233 - II [1/02]
- Ray von Rosenberg (Central Texas College), 3301 Buffalo Trail, Temple TX 76504 (254) 773-4372 - IV [1/00]
- ✓ Steven W. Wallace, U. of Oklahoma-Drama, 563 Elm, Room 209, Norman OK 73019 (405) 325-4021 - II [1/01]
- ✓ Bill Watts (pending recertification), Angelo State University-Theatre, 2601 W. Ave. N, San Angelo TX 76909 (915) 942-2146 - I [1/99]
- ✓ Keith West (Texas Tech Univ.), 221 Indiana Ave. A-110, Lubbock TX 79415 806-742-3601 - I [1/02]
- ✓ Pat White (Texas Tech Univ.), 1201 University Ave. #616c, Lubbock TX 79461 (806) 749-1375 - I [1/03]
- ✓ E Don Williams, Lubbock Christian Univ., 5601 19th St, Lubbock TX 79407 (806) 796-8800 x.201 - I [1/03]
- ✓ Linda Williamson (UT-Dallas), 1003 Meadow View Cir., Richardson TX 75080 (972) 234-5044 - II [1/03]
- ✓ James Worley (Angelo State Univ.), 2007 Douglas Dr., San Angelo TX 76904 (915) 942-2343 x.241 - I [1/03]
- ✓ John Presley Wright (pending recertification) (Paris Jr. College), 525 N.E. 42nd St., Paris TX 75462 (903) 784-4558 - II [1/99]
- Angela Zbranek (pending recertification), PO Box 1982, Winnie TX 77665 (409) 296-4095 or 336-6454 - III [1/99]

INELIGIBLE CRITIC JUDGES (as of Sept. 23, 1998)

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

Marjorie Allen, Donna Aronson, Wayne Bailey, Suzanne Burrows-Mingea, Gary Burton Laura S. Byland, Gene Taylor Clough, Kerry Cole, Rebecca Faulds, Juan B. Fernandez, Hil Gelber, James A. Hatfield, Denise Henske, Amy Maner Hickey, David Hickey, Armando Hinojosa, Ina Wilder Jensen, Dennis I Johnson, Cherald Ellis Kocurek, Katherine A. LaPietra, David J. LeMaster, Terral Lewis, Denise Yeatts Logan, Christopher Markle, Terry Marrs, Trey Mikolajski, Laura Lundgren Smith, Lisa Westkaemper and Mary Ellen Wright.

Women should have access to hassle-free workout, facilities

Two summers ago a middle-aged person sheepishly stepped into the weight room during open gym at a local high school, nervous about what may occur. Although the only noise in the room was the clang of weights and the sound of a static-filled radio station, her acute sense of hearing seemed to heighten in anticipation of murmurs or comments from a group of young males across the room doing station work. The perceived lack of adult supervision was confirmed when the only visible coach was spotted mowing an adjacent practice field.



Cynthia Doyle

Associate Athletic Director

Upon entering the facility, the adult felt tension because of the age discrepancy, not to mention the gender difference. As she selected her station and began a slow but deliberate warm up, her body language seemed to apologize for intruding on the all-male climate. Her self-imposed solitude demonstrated weight training not as a social event but as a goal. Pleasantly disappointed by the lack of attention she drew from the others present, this simple whim to work out developed into an intense, three-day per week regiment that included weights, jogging and eventually conversation.

Workout climate

This article is not about the pros and cons of weight training, or about who has the best weight room. This article is about the workout climate and access to facilities for the female student athlete. Without hassle-free access, schools (and other institutions) handicap athletes by not encouraging them to utilize wellness facilities. Without effortless access to the right facilities, female students abbreviate training habits which result in a less-conditioned athlete.

The example in the opening paragraph is not typical. In the scenario provided, the female approached the weight room with preconceived notions that were negative and stereotypical. However, since the high school male athletes had been properly prepared by their coach, the etiquette and conduct displayed, was characteristic of those who use that school facility. More often than not, a female intruder would not have been as readily ignored.

The mind set of females, because of past experiences, causes them to dismiss the idea of working out before they even test the climate of facilities available. That is why the perception of male athletes in the weight room and female athletes intruding on the weight room, calls for a renewed attitude about workout climates. Differences in workout habits are believed to be attributed to the minimum workout habits females adopt, contrasted to the prescribed habits and social workouts that males practice.

Females have been socially conditioned to use athletic facilities sparingly. They workout when they have the direct supervision of a coach, the permission or support of males in the weight room, or the emotional security of a group or team. Some of these abbreviated habits are reflected in injury reports on ACL or the overall general health of the female athletes. Males on the other hand, do not seem as reluctant to train outside of organized practice or use facilities as social gathering places as well as for improved conditioning.

The problem of climate isn't limited to the weight room. It is also reflected in limited or minimal use of other wellness facilities. Access to eating establishments, the training table and academic study rooms handicapped by the attitude of people using them. Those who hang around and gawk at others impede effortless access to a facility. A single entry to the weight room placed in the boys locker room or ignoring posted hours and specific guidelines during the use of the facility just because high profile athletes may want to use the facility would impede effortless access. Individuals, depending on their culture, may not find passing thorough a group or cluster of people at the entry of a facility (whether an eating establishment or a weight room), an invitation to return without a mandatory order to do so.

Awareness

Coaches and administrators may not be aware of the problem that exists with athletes. Fun, jest or teasing between friends is one thing, but to have the same teasing come from an acquaintance or complete stranger is harassment; then, what started as a physical barrier to work out, becomes a mental barrier to work out. Other factors which influence the climate for females that may not be reflected thus far in studies include race and home community.

In April of 1997, Beverly Ledbetter completed a report to the Chancellor of the University of Nebraska at Lincoln (UNL) on "The Climate For Women Student-Athletes." Most of the information provided in this article is taken from interviews in the Ledbetter report. Information from the report supports the notion that a positive climate can be achieved in co-educational environments. Although the Ledbetter report was not targeted specially at cafeteria and weight room access, generalizations can be made between her findings and general public school access.

Coaches are paramount when creating the athletic work climate. Even in their absence, reports of inappropriate behavior and comments can be addressed. Recognizing that inappropriate behavior is a two way street, males may be just as uncomfortable going into a predominately female occupied wellness facility. Annoying, obnoxious, boorish, harassing, or embarrassing behavior which is offensive to both males and females has no place in the athletic training area. Being an athlete doesn't alleviate what others see as offensive.

As the report by Ledbetter stated, part of the difference could be due to the status of the athlete sometimes lending itself to a different standard of conduct than other students. This difference can work two ways depending on the work climate. The difference can be positive like in the case of a student who felt that athletes were the ones that open doors for ladies, and demonstrated ways to help people that were beyond what the normal student offers. Or it could manifest itself in a way that causes some resentment as one student reflected when it was noted they felt the volleyball players got more than their fair share of perks on the campus only because they were athletes. Many of the problems between male and female athletes are problems of socialization skills. When we allow our standard of conduct to differ in the negative of the two ways described, we are adding to the very root of the problem that spills over into the climate we are working so hard to create.

The climate at University of Nebraska at Lincoln like at many public schools is not perceived as hostile. Situations are recognized as problems of individuals,

or looked at as a lack of communication of a policy. It is important that where ever we are, we allow our students and others in our schools, the opportunities to voice their opinion about how they interact with athletes. Doing so reflects a climate for athletes that demonstrates leadership from coaches. It helps us keep in check how others see us, even if we disagree with what they see. It allows us to test the climate that our athletes both male and female operate in, and reveals room for improvements.

The study showed that women may not report behaviors that cause a hostile climate because they may have become desensitized; may have taken responsibility for the behaviors of others; they have altered their behavior to keep adverse behavior from occurring; or may have just been relieved that the situation was not as bad as they expected. We know that what was reported at UNL is a direct reflection of the efforts of coaches and administrators to meet climate problems directly, regardless of what the media reported.

Although most schools look at fiscal responsibilities that come with developing good athletic programs, some of what can be done to help athletes has little to do with money. The workout climate for athletes might be even more important than the facility where the workout takes place. If females are lacking because of training or because of limited access to wellness facilities, we have addressed that issue. If athletes are lacking because they are female, and there is a genetic difference, that is another topic for another day.

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

BASEBALL

Brett Voss, Temple
Terry Massey, Brewer

FOOTBALL

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

Lowe's continues to recognize community service of athletic teams

Lowe's Home Improvement Warehouse is, for the second year, sponsoring the Lowe's Home Team Award which will be given once a week during the school year. As before, this award honors an athletic team for its organized community service initiatives. This year's 40 honorees will each have a \$1,000 gift donated to their school in their name and will appear on the *High School Xtra* television show.

So far, this year's winners have run the gamut of community service. The football team from High Island High School was honored for its participation in the state sponsored "Adopt A Beach" program. Midway High School in Hewitt was recognized for its involvement in the Peer Assistance Leadership Program (PALS), as well as its football team's efforts to take up a collection for the family of a neighboring school's student-athlete who lost his life in a car accident. The volleyball team from Newman Smith High School in Carrollton was rewarded for volunteering at a local nursing home. And finally, Abilene Cooper High School received its award for a food drive for the homeless that its football team initiated.

As in 1997-98, one of the 40 weekly Home Team Award winners will also receive a \$10,000 grand prize from Lowe's. Last year's grand prize was awarded to Jarrell High School for that school's efforts in helping the town recover from a devastating tornado.

To receive an application for the Lowe's Home Team Award, call Eric Smith at Universal Sports America at 972/392-5876, and tune in each week to the *High School Xtra* on Fox Sports Southwest, Sunday morning at 9 a.m., to see this week's Home Team Award winner.

Poll: make girls cross country 5000 meters?

You tell me. Sometimes an issue comes to the UIL and we really don't have a preference one way or another. More times than not the athletic staff is expected, along with making changes that are a necessity, to be ahead of the learning curve or pushing the envelope so to speak.



Peter Contreras
Asst. to the Athletic Director

Should the girls distance in cross country be changed from 3200 meters (approximately two miles) to 5000 meters (approximately three miles)?

Last year at the Legislative Council Athletic Committee meeting a coach proposed this change. While it was not proposed at this past summer's meeting, two letters arrived on my desk asking the same thing earlier this month.

A couple of concerns are expressed in the letters. One letter states that the current distance girls run places them at a disadvantage with girls in or from other states when it comes to national competitions (the Foot Locker Cross Country National Championships, for example) and college scholarships. The letter also states that he believes Texas is only one of five states that does not run at least three miles.

Currently 17 states or just under a third of the states run a girl's distance under three miles. Some that do run three miles just recently made the change.

What is not sound or educational in my opinion is to suggest that the distance places Texas girl's at a disadvantage with female cross country athletes in other states.

For example, only two percent of high school athletes, not just cross country athletes, *high school athletes*, receive a college scholarship. In fact, for years national statistics have shown that just about two

For comparison

Mean 2.78 miles
Median 3.0 miles

3.1 miles 20 states (39%)
3 miles 14 states (27%)
2 miles 9 states (18%)
2.5 miles 7 states (14%)
2.1 miles 1 state (2%)

Alabama 3 miles
Alaska 3.1 miles
Arizona 3.1 miles
Arkansas 2 miles
California 3.1 miles
Colorado 3.1 miles
Connecticut 2 miles
Delaware 3.1 miles
District of Columbia 3.1 miles
Florida 3 miles
Georgia 3 miles

Hawaii 2 miles
Idaho 3.1 miles
Illinois 2.5 miles
Indiana 2 miles
Iowa 2 miles
Kansas 2 miles
Kentucky 2.5 miles
Louisiana 2 miles
Maine 3.1 miles
Maryland 3 miles
Massachusetts 3.1 miles
Michigan 3 miles
Minnesota 2.5 miles
Mississippi 2.1 miles
Missouri 3 miles
Montana 3 miles
Nebraska 2.5 miles
Nevada 3 miles
New Hampshire 3 miles
New Jersey 3.1 miles

New Mexico 3 miles
New York 3.1 miles
North Carolina 3.1 miles
North Dakota 2.5 miles
Ohio 3.1 miles
Oklahoma 2 miles
Oregon 3 miles
Pennsylvania 3.1 miles
Rhode Island 3.1 miles
South Carolina 3 miles
South Dakota 2.5 miles
Tennessee 3 miles
TEXAS 2 MILES
Utah 3 miles
Vermont 3.1 miles
Virginia 3.1 miles
Washington 3.1 miles
West Virginia 3.1 miles
Wisconsin 2.5 miles
Wyoming 3.1 miles

percent of all high school students receive athletic assistance in college.

What interest are you showing to that "other" 98 percent? I'm not saying you do not have a vested interest in ALL your athletes, but the argument about college scholarships will not be a point that will fly with the Athletic Committee or the Legislative Council.

The distance of 3200 meters outlined in the cross country plan for district, regional and state only applies to district, regional and state meets. At any invitational meet, the distance for the girls can be greater than 3200 meters. Invitational meets can have girls run a distance of 5000 meters.

Students in those other states that run 3.1 miles, only run that distance once or twice during the cross country season. Early in the season, they run a shorter distance and work their way up.

From a selfish standpoint, changing the girls' distance to the same as the boys makes my job easier at the state meet. I only have to mark one course and don't have to fear someone running the wrong course.

When it resurfaces, anyone recommending a change must have the backing of the Texas High School Girls Coaches Association. THSGCA is the voice for girls' coaches in our state, and it is imperative that a proposal like this have their support.

So, again, you tell me.

Conference A area track meets set by districts

Conference A schools voted in favor of area track meets for the 1998-99 school year. This area meet combines two districts to qualify participants to regional. The top four representatives in each event from each district qualify to the area meet. The top four in each event at area qualify to the regional meet.

The following districts should meet to determine the date and site of their area meet. There districts are also responsible for obtaining workers and for running the area meet.

Region I	Region II
1 & 2	9 & 10
3 & 4	11 & 12
5 & 6	13 & 14
7 & 8	15 & 16

Region III	Region IV
17 & 18	25 & 26
19 & 20	27 & 28
21 & 22	29 & 30
23 & 24	31 & 32

National Federation reaffirms stance against performance-enhancing drugs

In light of recent publicity about the use of androstenedione by Mark McGwire of the St. Louis Cardinals, the National Federation of State High School Associations has reiterated its stance against the use of any drug, medication or food supplement by high school athletes solely for performance-enhancing purposes.

"In recent days, the Associated Press has quoted Mark McGwire as speaking favorably of androstenedione and creatine," said Robert F. Kanaby, NFHS executive director. "We do not presume to second-guess Mr. McGwire's statements about what may be appropriate for a professional athlete in his 30s; however, drugs are not harmless and are not free of consequences when ingested by student-athletes of high school age."

On Aug. 14 after much discussion about the use of the food supplement, creatine, the NFHS Sports Medicine Advisory Committee issued a position statement on the use of drugs, medicine and food supplements in interscholastic sports. Kanaby said androstenedione, an anabolic agent which is a metabolic precursor to testosterone, would be covered, along with creatine and any other drug, medicine or food supplement, in the committee's statement. Text of the committee's statement follows:

"School personnel and coaches should not dispense any drug, medication or food supplement except

with extreme caution and in accordance with policies developed in consultation with parents, health-care professionals and senior administrative personnel of the school or school district.

"Use of any drug, medication or food supplement in a way not prescribed by the manufacturer should not be authorized or encouraged by school personnel and coaches. Even natural substances in unnatural amounts may have short-term or long-term negative health effects.

"In order to minimize health and safety risks to student-athletes, maintain ethical standards and reduce liability risks, school personnel and coaches should never supply, recommend or permit the use of any drug, medication or food supplement solely for performance-enhancing purposes."

Jerry Diehl, assistant director of the NFHS and staff liaison to the Sports Medicine Advisory Committee, said the committee issued this statement in response to requests from member state high school associations to address the increased use of food supplements such as creatine.

Kanaby said, "I strongly urge that high school student-athletes, parents, coaches and school administrators thoroughly investigate short-term and long-term health consequences before ingesting, or allowing the ingestion of, any performance-enhancing substance."

To minimize health and safety risks to student-athletes...coaches should never supply, recommend or permit the use of any drug, medication or food supplement solely for performance-enhancing purposes.

National Federation statement

Schools should adopt policies for non-school athletic participation

In 1995 when the non-school rules changed so drastically, the UIL went from the most restrictive state high school association to one of the most least restrictive. At that time, the league was taking a very cautious look at the most recent developments of the time and trying not to see a dragon behind every tree.



Rex Spain

Assistant Athletic Director

We are now entering our fourth year dealing with these not so new non-school rules. And we're starting to see problems arise. While watching a local volleyball game recently, I could not help but notice the outstanding abilities of one player on the back row. In the first game of the set this young lady was all over the place making play after play. She was diving on the floor and making some outstanding digs. On the front line she had some kills that sent her opponents tumbling head over heels in self defense while trying to get out of her way.

Unfortunately, despite her best efforts and those of her teammates her team lost the game. In the second game things were looking up. The particular young lady I was observing had two consecutive out-of-bounds kill attempts and things went south from there. Needless to say, her team lost the match in two straight games.

As I sat in the stands I continued to observe this young lady who obviously is very talented to see how she would react to the loss. To my surprise she did not seem bothered at all. As mother and daughter exited the gym, the daughter remarked to her mom that her non-school league team would play tomorrow night and that the game would be a lot more fun because she just had to play the front row and, therefore, could rack up a lot of kills. I wasn't even surprised when mom replied, "Good. Maybe there will be some college coaches there to take a look at you."

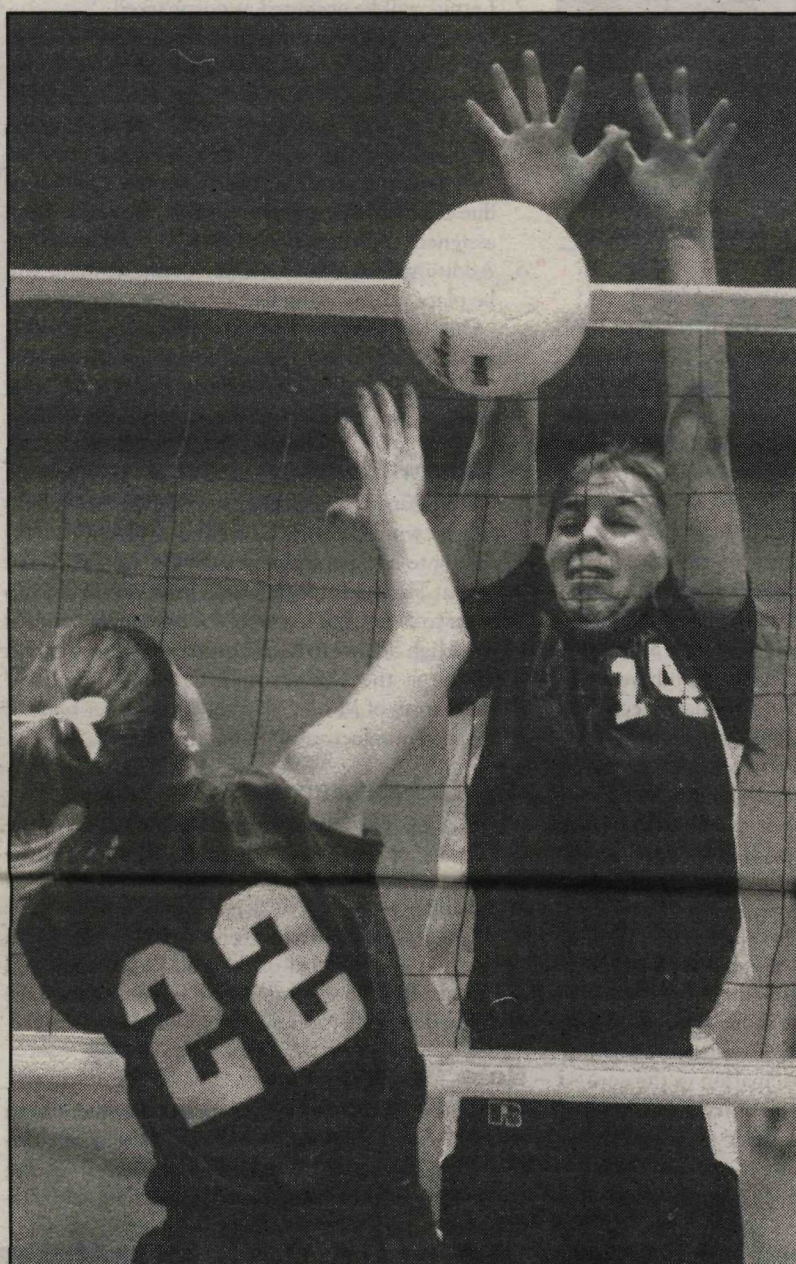
How many games?

The same Friday night I was watching this local match a fellow staff member was observing one of the state's largest invitational volleyball tournaments. It just so happened that my co-worker was seated next to a parent of one of the young ladies playing in the match. As the match continued, mom could not help but brag just a little bit on her daughter who, she just happened to mention, was number 25. When our staff member replied she thought her daughter was a good player the mom replied, "She better be, she has played 240 games since May!" Two hundred and forty games! My gosh, if the young lady that I was watching played half that many games it was no wonder the season opening loss was no big deal.

And, of course, the stories don't stop with volleyball.

There was the seventh grader who played in over 100 soccer games. His mom could not figure out why he was so tired and would not do his homework.

Last year, a girls basketball team lost a key post-season game late in the fourth quarter after blowing a 14-point lead. After the game one of the parents remarked, "I guess they just ran out of gas, after all that was the 96th game since last March if you count



spring, summer and fall league games."

Finally, what about the baseball pitcher who could not finish the regional finals because he had pitched two consecutive nine-inning games over the weekend for his non-school league team.

Each of the past three years at girls and boys coaching school, (the largest gathering of coaches in Texas) the UIL staff has encouraged schools, coaches, and administrators to take proactive measures in their communities to prevent such occurrences. And every year as we return to these same coaching schools, the stories from coaches get worse.

Story gets worse

The story about the volleyball player gets even more graphic. As the team was filing out of the gym after the match, a young gentleman came out of the stands and approached one of the players on the team and said, "Hi. My name is (name omitted) and I coach the (name) League Volleyball team. If you could find a way to come play for us I could assure you this type of thing would not be happening to you anymore. And who knows, with your talent I could probably get you a college scholarship!"

Right in front of the high school coach!

However, parents are the biggest cash cows and money-making machines for non-school league coaches. One such coach I saw all but promised a 15-year-old a college scholarship and even went so far as to make the statement that if she played for him she would not lose anymore.

Get information

As coaches and administrators, we can make a positive difference with what is going on with these non-school programs. Information is the key. Coaches and administrators should become more informed about the numbers connecting non-school participation with college scholarships. Contact those people doing the recruiting and ask them whether or not athletes who participate in non-school leagues receive more scholarships. Probably not.

Ask the parents of athletes who participate in non-school leagues what the \$3,500 - \$5,000 they spent supporting a summer league team would do if it were put toward assisting their local high school team? What about the kids who can't afford the cost of non-school teams? Do we just simply write them off?

Work with parents

Coaches today must work with their parents in variety of ways to help their programs and their players. Educating moms and dads with accurate information on non-school participation or at least proper non-school participation is now becoming part of a coaches' obligation like it or not.

What is to stop a school from having a rule that would prevent an athlete from participating in a non-school sport concurrently with a school sport? Nothing. However, the local board of education should approve and support a measure to prohibit such activity. The coach would have to enforce the policy for it to be effective. This won't be easy. If parents perceive that kids in the neighboring district gain an advantage by participating in non-school activities, they'll want the same opportunity.

Money

This is where proper education of the parent comes into play. Make sure the parents know that playing in a non-school league is not always in their best interest. When you boil it all down, non-school participation comes down to one central issue, money.

The people involved in non-school leagues do not run these leagues and tournaments for their health. These individuals recognize the profit margin involved in using high school athletes. Parents need to know the motivations behind the individuals working with their children.

School policy

Schools need to make a stand concerning non-school play and enforce it. Both coaches and parents need to be armed with real data, not data provided to them from some BMW-driving, jewelry-wearing, scholarship-promising summer-time guru whose better playing days are on film or in his imagination.

Parents, talk to your school coach. You may not like what you hear, but at least it he or she will be honest with you. He or she will not make promises they cannot keep. Finally, if you are in a hurry to write a check for \$5,000 to help your child, donate to your local school where it can help your child as well as many other children.

WORKING HARD

Students that participate in a sport year round, often begin the school season tired. UIL limits the amount of participation during the school year to provide students ample time to just be students (23 games and three tournaments in 13 weeks). Although some students successfully participate in non-school activities, far too many are driven away by unaccommodating schedules and unrestricted participation. Photo by George Bridges.

Wind ensemble to follow traditional format

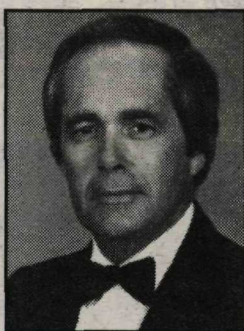
The TSSEC Wind Ensemble Contest is scheduled for May 8, 1999. Again this year, each ensemble will receive the benefit of a thirty-minute session with a nationally recognized conductor/clinician at the conclusion of its performance. This enrichment opportunity will be in addition to the standard adjudication format.

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

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

Participation in the event is limited because of judges' schedules and the availability of performance sites. Hence it is likely that more schools will be submitting entries than can be accommodated. Directors of bands considering participation in the contest should know that submitting an entry does not guarantee a performance time. Members of the UIL staff will use the following procedure to process entries.

1. Since many region contests do not take place until



Richard Floyd
Music Director

- after April 1 it is not necessary to wait until after a Division One is earned to enter the contest. A letter of intent can be submitted at anytime. The letter should not include a check for the entry fee.
- Letters will be accepted as postmarked.
- Letters of intent will be held by the UIL office in the order they are received until the results of the region contests are known. Bands receiving a Division One will then be officially entered in the contest based on availability of performance times.
- Official entry forms and entry fees (\$225) will be due once schools are notified that they have been assigned a performance time.
- Additional schools with letters of intent on file will be placed on a waiting list.

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

The traditional adjudication panel for the 1999 Wind Ensemble Contest includes the following judges.

Matthew McInturf

Professor McInturf returns to Texas this year as director of wind studies at Sam Houston State University. Prior to his appointment at SHSU he was on the faculty at Florida International University. He is no stranger to Texas, having served as director of bands at Pearce High School in Richardson before pursuing his doctorate at the University of Cincinnati College/Conservatory of Music. Matthew is a master teacher and skilled conductor.

Ray Lichtenwalter

Ray Lichtenwalter is director of bands at the University of Texas at Arlington. In addition, he serves as artistic director and conductor of the Texas Wind Symphony. Ray is a passionate advocate for quality wind band literature and has served with distinction as a member of the UIL Band Prescribed Music List Revision Committee. His ensembles have performed at TMEA on numerous occasions.

Roby George

This will be Roby George's first engagement as an adjudicator for the UIL State Wind Ensemble Contest. Until this fall he has been a member of the conducting faculty at the New World School of The

Arts in Miami, Florida. Ensembles under his direction have performed at the Bands of America National Concert Band Festival, the Mid-West International Band and Orchestra Clinic and the Banff Fine Arts Festival in Canada. He is director of bands at Florida International University.

Two internationally recognized conductors have been engaged to serve as clinician/commentators for the 1999 State Wind Ensemble Contest.

H. Robert Reynolds

This will be Professor Reynolds' third appearance as a clinician for the State Wind Ensemble Contest. He has been director of bands at The University of Michigan for over 20 years and is recognized internationally as one of the premier wind band conductors and clinicians. His work with Texas all-state bands over the years has consistently been praiseworthy and his passion for music-making will inspire your students and introduce them to a deeper level of musical understanding.

Jerry Junkin

Professor Junkin, as director of bands at The University of Texas at Austin, routinely serves as a clinician for the State Wind Ensemble Contest. His enthusiasm for wind band music and his love of teaching young musicians will quickly be apparent to each student and director who has the opportunity to work with him. Jerry also serves as artistic director and conductor of the Dallas Wind Symphony and is in constant demand as a clinician/conductor throughout Texas and the nation.

Participation benefits

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

- The contest is a prestigious event limited only to those receiving a Division I at their region contest.
- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.
- The judging panel provides taped critiques for each ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority

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Variety of styles leads to challenge for judges

By Tom Shine

TMAA Vice President

I recently received an e-mail from a band student at another school regarding a post that he had made to an internet band newsgroup to which I had responded. It seems that his band had received adjudication comments at last year's marching contest in which the band was taken to task for its "style." According to this student, the judge wrote, "this style is not acceptable for UIL competition!" I suspect that there is much more to this story and that the judge was responding to some problem in execution that was related to style, however, the comment does allow me to talk about my favorite marching band topic: the incredible diversity of style found in Texas marching bands.

Texas' geographical size has allowed diverse cultural centers to emerge and one of the by-products of that diversity has been the development of "regional" styles of marching bands. In the last two decades, national influences, private enterprise contests, and out-of-state competitions may have served to drive band directors toward certain styles or techniques that are perceived as "competitive." However, the UIL

system of adjudication and competition is designed to recognize and reward achievement based on performance alone; basically, the results of the teaching and learning process.

Theoretically, every band can be recognized for its outstanding work without excluding equally significant work from another school. This premise allows a community and its band director to maintain all sorts of traditional components in their marching band and still be recognized for the level of excellence achieved within their style.

As marching band judges, we are obligated to greet each band with an unbiased anticipation of their performance. It is difficult to do. We all carry with us a preference for the things that we have done as marching band directors. But it is imperative that we, as judges, put aside our own preferences to simply watch and listen as each band presents its best effort.

I would suggest that we all ask ourselves questions like these: Do I think that this band is "behind the times" because it does not subscribe to the marching styles that are currently in vogue? Do I think the band students are not involved in good teaching and learning because the choice of styles is one that I personally

do not favor? Is there any aspect of this style (the one I am seeing as a judge) that negatively impacts the students' ability to execute this show, either musically or visually? And finally, are the students in this group performing at or above my personal standard for a superior rating, even though the band is not using a style of marching that I prefer?

After we get past our personal prejudices and preferences, we are all faced with the obstacle of being able to understand the components, techniques, and fundamentals of each style that we might see while serving as judges. At TMEA and TBA there are many clinics that can address this need. As directors, we might not see the need to attend a workshop discussing the components of "corps style" if we personally use "military style" or vice versa. However, as judges, workshops may be an ideal opportunity to gain the information we need to be an effective adjudicator.

The wonderful variety found in Texas marching bands should be considered an asset and a sign of our acceptance of divergent ways of thinking. As judges within our nation's largest state music contest system, it is our responsibility to be educated consumers of the marching activity in all its diversity.

TMAA
Constructive
Comments
Texas Music
Adjudicators Association

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Council to discuss medium ensemble; advisory group endorses changes

The Legislative Council will meet in Austin Oct. 18-19 to discuss and act upon three proposals dealing with medium ensemble events.

Two years ago the TMEA/UIL Music Advisory Committee recommended and the UIL Legislative Council voted to suspend medium ensemble events at the Texas State Solo and Ensemble Contest. At that time the school administrators serving on the Legislative Council also established a two-year time frame to review the relevance of these events and make a decision whether or not these events as they exist were commensurate with other state level fine arts and academic competitions currently in place.

After two years of study the members of the Technical Advisory Committee met on Tuesday, Sept. 22 in Austin and voted to make the following recommendations to the Legislative Council.

1. The medium ensemble contest as it is currently structured should remain a region event but that this contest not be reinstated as a state level contest.
2. The TMEA/UIL Music Advisory Committee should take steps to develop a proposal that would treat medium ensembles as organizational events with a plaque being awarded to the school entering each ensemble rather than medals for each individual.
3. A prescribed music list needs to be developed for the contests as the first step towards establishing specific events such as jazz ensemble or chamber orchestra as viable state level events and the performance standards for these ensembles at the region level needs to be elevated. When these objectives are met consideration would then be given to making these programs state level events.

WIND ENSEMBLE continued from page 14

- in all evaluations.
- Each band will receive a personal 30 -minute session with a distinguished conductor/clinician.
- All concerts take place in the dramatic setting of the Bates Recital Hall on the University of Texas campus and spacious warm-up rooms are provided within the same facility.
- A complimentary, professional quality tape recording of each performance is provided at no cost.
- The entry fee is only \$225 per ensemble.
- Those groups desiring to stay overnight will find a variety of competitively priced accommodations throughout the Austin area.
- Educational opportunities, including the LBJ Museum, the Texas Museum and the State Capitol are within walking distance or a short drive away.
- Recreational options include water sports at Barton Springs, outdoor activities in Zilker Park, ice skating at Northcross Mall and shopping throughout the city. The many recreational opportunities of San Antonio are only 90 minutes away.

Y2K problem to impact nation's infrastructure

By David Trussell

UIL Technology Coordinator

In fewer than 500 days it will be here. The question is, are we ready for it?

That "it" of course is the year 2000. Some extremists are predicting that the world will end on Jan. 1, 2000, due to some great cosmic catastrophe. Others on the more rational end of the spectrum are also worried, but for a very different reason. Computers – the tools that helped launch the Information Age – could shut down the very technology infrastructure they were used to create, and all because of a simple shortcut.

The Year 2000 computer glitch has been widely covered in the popular press, though many of the more hysterical articles have neglected to provide a real explanation of the problem. It's quite simple really – for programmers writing code for application programs 25 and 30 years ago, memory was a precious commodity. One way to conserve a few of those costly bytes was to code only the last two digits of years instead of all four-digits.

And that code is still around, everywhere. It has since been patched and added onto, but the original elements still exist, including those two-digit years. No one gave it much thought until 1995, when businesses that were doing five-year forecasting began to have problems. When they tried to use a date in the year 2000, the computer reset the date to 1900, or 1980 in some cases, and basically shut the whole program down. At that point, programmers and analysts began to take the year 2000 issue seriously, and the real extent of the problem began to become clear.

Businesses are not the only ones affected. The problem extends through federal, state and local government agencies, including school districts.

In a letter to school district superintendents in June of 1997, Education Commissioner Mike Moses wrote, "All information resources need to be examined for century compliance. Additional concerns are facilities such as elevators, security systems and telephones, and environmental control systems. Many of these systems are also subject to Year 2000 failures."

The full text of the commissioner's letter, along with other Year 2000 information, can be found on the Texas Education Agency website at <http://www.tea.state.tx.us/Y2K/>.

"It's such a far-reaching issue," said Jeanne Lloyd, executive director of management information support (MIS) for Dallas ISD. "The most difficult thing for us as a district has been trying to wrap our arms around the whole scope of the problem."

Computer software is a significant concern – there are now billions and billions of lines of code that have to be corrected. But as daunting a task as correcting all that code is, it is not the end of the problem. The code that drives computer software is a known element, but it's the unknown element of the Year 2000 bug that is the most difficult part of the problem – the so-called embedded systems.

As computers have proliferated over the past 20 years, so have devices that rely on computer technology. There are now millions of devices out there that contain hundreds of millions of microchips, from cars to elevators to VCR's to medical equipment. Many of those microchips have embedded time and date functions that allow the machine to keep track of maintenance schedules or to be programmed to perform a task at a specific time. In many cases, those embedded functions were created using the same code that was used in building software applications.

Not all embedded systems use chips that are "date aware," and not all date aware embedded systems will have significant problems with the Year 2000, or Y2K as it is commonly known. However, identifying all the systems that could have a problem is an impossible task. The only way to know for sure how a system is going to react is to take the system off-line, reset its date to 11:59 p.m. on Dec. 31, 1999, wait two minutes, and then bring the system back on-line to see what happens. Some embedded systems will continue to function showing the wrong date, but others will shut down entirely.

The most critical large-scale embedded system is the nation's power grid. Earlier this year, a power plant was taken off-line and reset to roll over to the year 2000. When the plant was brought back on-line, it shut itself down again almost immediately. The problem was traced to a temperature sensor in a smokestack that kept track of maintenance. When the date rolled over, the sensor interpreted the date as 1900, meaning the plant had not had its required maintenance in 100 years. Automatic safety measures kicked in, and everything was shut down. Power plants are interconnected to allow for the re-routing of power if one plant goes down. The fear is that the Y2K bug will cause many small plants to go down simultaneously, which would overload the entire system. And if the power grid goes down, so does transportation, communication, etc.

So the big question is – what is really going to happen? As with most predictions involving an unknown quantity, the actual result is likely to fall somewhere between the two extremes. It's unlikely that the world is going to shut down, but it is also unlikely that there will be no problems at all.

Large companies and large government agencies are working feverishly to make their systems Y2K compliant. Dallas ISD is no exception.

"Our project is divided into three groups," Lloyd said. "One group is dealing with our Mainframe computer systems. A second group is handling desktop PC's and associated software, and our maintenance department is dealing with many of the embedded system issues, such as heating and air conditioning systems and alarm systems."

Barring any unforeseen problems, Dallas ISD should complete its Year 2000 compliance procedures by early summer of 1999, Lloyd said.

Small businesses and smaller local government agencies (like many school districts) are a different story. These entities are less likely to have the most current technology and more likely to be understaffed in technology positions. Consequently, they are more likely to have Y2K problems. If this theory proves true, the Y2K glitch will not create a global catastrophe, but will result in a host of localized problems. Not a great scenario, but far more attractive than mass hysteria.

So what should the average person do to prepare, other than waiting with fingers crossed? Computer owners can test their own systems. It's a simple process of changing the machine's date to 11:59 p.m. on Dec. 31, 1999, shutting the computer down and powering it up again two or three minutes later. For computers that do have problems, most hardware and software companies have extensive Year 2000 information on their websites, including software patches that are available for download. The same procedure can be used for other devices, though fixes are sometimes more difficult.

And it might not be a bad idea to stay home Jan. 1, 2000, just in case.



**Texas Department of
Information Resources**

[http://
www.dir.state.tx.us/
y2k/](http://www.dir.state.tx.us/y2k/)

**Texas Education
Agency**

[http://
www.tea.state.tx.us/
Y2K/](http://www.tea.state.tx.us/Y2K/)

**The Year 2000 Informa-
tion Center**

[http://
www.year2000.com/](http://www.year2000.com/)

**The Year 2000 Support
Centre**

[http://
www.support2000.com/](http://www.support2000.com/)

**Information Technology
Association of America**

[http://www.itaa.org/
year2000.htm](http://www.itaa.org/year2000.htm)

CHRISTOVAL HS

The State Executive Committee issued a public reprimand to Mr. Carl Wieburg, Christoval HS, suspended him from the first five basketball games of the 1998-99 season, and placed him on probation through September 2, 2000, for violation of Section 1209 (c) regarding summer camps.

SAN MARCOS HS

The State Executive Committee issued a public reprimand to Mr. Bruce Bush, San Marcos HS, suspended him from the first football game of the 1998-99 season, and placed him on probation through September 2, 1999, for violation of off-season regulations.

C&CR ADDITION

Add the following to Section 1208 (u): "See Official Interpretation #23, Appendix I."

PROSE & POETRY

For high school prose and poetry interpretation and elementary/junior high oral reading, the literature *Out of the Dust* by Karen Hesse, Scholastic Press, is poetry.

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.

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.

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 weekstakes.

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.

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 through June 2, 1999, 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 as well as copies to elementary and junior high schools that have returned their Participation Cards. Too often, they end up as part of paper-mache masks for Halloween. 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	