



UNIVERSITY INTERSCHOLASTIC LEAGUE

Leaguer

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Public input key to Council agenda

By Bradley Wilson

Managing Editor

Perhaps the biggest news to come out of the annual Legislative Council meeting in October was that there was no big news and no front-page controversies.

Council members did not approve adding another conference (6A). Council members did not approve allowing private schools to join UIL. They didn't even approve creating a series of football games in August of 1999 to celebrate the anniversary of football.

According to council members, however, they did pass some incremental changes to improve the way the UIL serves the member schools.

"We just tweaked a few things," said Wayne Schaper, a 19-year veteran of the Council and chair of the Academic Committee.

And they did a lot of listening.

In fact, the first half-day of the two-day meeting held Oct. 18-19 was spent in a public hearing listening to speakers making various proposals, everything from making residence rule exceptions for students in the International Baccalaureate program to adding gymnastics and girl's pole vaulting as UIL sports. Parents, coaches, academic coordinators, consultants and a myriad of other people came to represent their organization or viewpoint.

"The Legislative Council and staff want input from anybody," said Bill Farney, UIL director. "This openness is the key to the longevity of the UIL."

For example, David Kernwein, principal at Anderson High School in Austin, came with a Dan Frey, a parent of an Anderson HS student to speak in support of allowing an exception to the residence rule for students in the IB program.

"Any student that does not maintain the strict academic standards would be transferred back to their home school immediately," Kernwein said pointing out that under the current system, students could lose one year of eligibility when transferring schools.

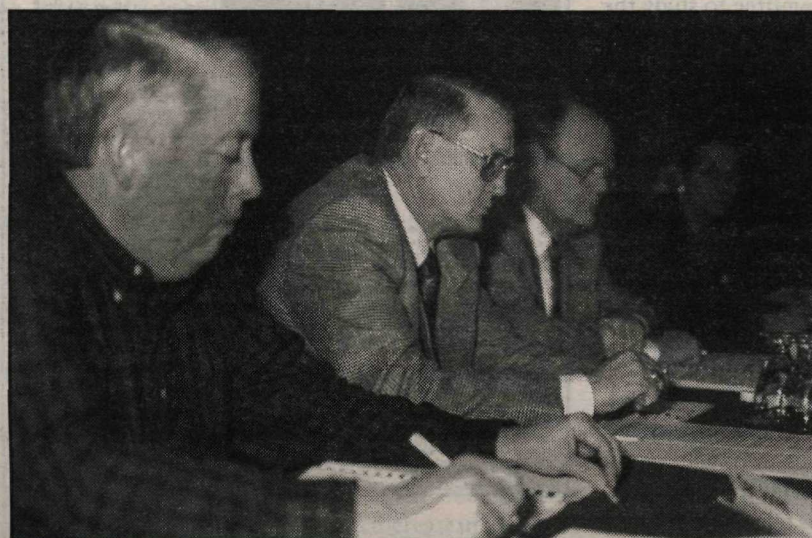
After discussing the issue in both the Policy Committee Sunday afternoon and in the general session Monday morning, Council members recommended that the item be put on a referendum ballot of the member schools.

Most of the decision-making was done in the Sunday afternoon committee meetings. Historically, the whole council follows the recommendations of the academics, music, athletics and policy committees.

Music

The music committee had a light agenda, only one item, making the suspension of medium ensemble events from the UIL State Solo and Ensemble Contest permanent. It passed.

"The music people are satisfied with the way things are going in Texas," said Dan Noll, a superin-



NEXT ITEM

Council members Dan Jones, Don Gibson, and Tony Daugherty review materials given to them while listening to speakers at the athletic committee meeting held prior to the Legislative Council meeting in October.



"We just tweaked a few things."

WAYNE
SCHAPER

ACTIONS TAKEN

All UIL rule changes must be ratified by the State Board of Education before going into effect and therefore could not take place before the beginning of the 1999-2000 school year. The Legislative Council...

- voted to allow 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;
- created a mixed doubles format in team tennis to be used to break ties;
- voted to allow football and volleyball equipment to be issued on the day prior to fall practice;
- created two conferences in swimming and diving (5A and 4A and below);
- voted to require officials, first-year coaches and coaches ejected from a contest the previous year to attend a Coaches and Officials Positive Expectations (COPE) meeting;
- simplified the structure for baseball, basketball, soccer, softball and volleyball invitational tournaments by limiting the number of games per day and by allowing non-consecutive days for tournaments;
- voted to survey schools on whether to allow 4A schools the option of holding spring training in football and starting a week later in the fall, as is currently done in 5A;
- instructed the UIL staff to create a drug and nutritional supplement awareness program in response to the recent focus on the use of creatine;
- instructed the UIL staff to develop a system for students who have a disability under the Americans with Disabilities Act (ADA) to apply for a waiver of certain provisions of contests;
- instructed the UIL staff to survey the schools regarding the football playoff structure;
- created a centennial football celebration committee;
- voted to place on a referendum ballot an option to allow schools with an International Baccalaureate program to submit waivers of the parent residence rule;
- voted to survey conference A schools on the possibility of creating a "six-man" conference in basketball and track and field;
- created an ad hoc committee to study the point schedule for spring meet activities and medals for all activities;
- increased the fees to produce one-act plays not on the approved list and changed the basic set and set/strike times for one-act play participants;
- expanded the music memory contest to third and fourth grade students;
- removed spelling as a requirement in the art contest;
- clarified when the high school spelling contest ends;
- allowed paintings from "selected Texas museums" to be used in the art contest; and
- made permanent the current suspension of the medium ensemble events from the UIL State Solo and Ensemble Contest.

tendent from New Diana ISD who represents conference 2A schools on the Council.

Academics

The academics committee made only incremental changes in the UIL academic competitions. Schaper said the focus of the academic committee was to keep emphasis on different subject matter within the state curriculum.

"UIL academic activities have been a supplement to the curriculum we've been teaching," he said. "The contests give kids further insight into the subject matter."

Athletics

Meanwhile, even discussions on a drug-awareness campaign got lively in the Athletics Committee meeting Sunday afternoon.

Jill Shugart, chair of the athletics committee, said she would have liked to see the Council take a stronger stand regarding the use of drug and nutritional supplements.

Farney said this issue has "iceberg status" – and the Council has only found the tip of the iceberg.

"It's an area that's going to cause more controversy in the future. You would hope that it would be a student parent decision," he said.

Ultimately, councilmembers voted only to "create a drug and nutritional supplement awareness program," not to take a position on the issue.

"Each of us can still go back to our respective school districts and adopt a stronger proposal," Shugart said.

Perhaps the most controversial, and sometimes confusing, issue discussed during the annual meeting held at the Omni SouthPark Hotel in Austin involved creating a survey on the football playoff structure. The results of this survey could lead to questions on a referendum ballot and that could ultimately mean changes in the way football playoff games are played.

"We're never going to please everyone," said Richard Cohagen, chair of the Legislative Council after a lengthy discussion regarding the potential differences in the structure for small schools and large schools.

Farney, a former UIL athletic director, agreed.

"(The discussion of the playoff system in athletics) proved that there's no single plan that will be totally acceptable to everybody," Farney said. "Schools that are involved have not displayed a great deal of opposition to what we're doing now."

After the public hearing and committee meetings, the Council spent a few hours listening to committee and staff reports and voting on committee recommendations.

"The Council continues to be responsive to the folks that come to the public hearing as well as to the survey results," Shugart said. "It's very democratic."

Eligibility rules top agenda

The Legislative Advisory Council, meeting in Austin, Oct. 31-Nov. 1, 1998, approved five proposals affecting the UIL athletic programs and created four new speech contests.

The athletic proposals involved changes in the Amateur Rule, including a provision that any "pupil who allows his name to be used for the promotion of any item, plan or service shall be in violation of this rule."

The Texas Music Educators Association asked that a separate set of eligibility rules be passed for use in music competition. The council did not take action on that request but named a committee to "study possibilities."

In addition, "the question of League sponsorship for girls' basketball came before the council." The council appointed a special committee to study the whole question of girls' athletics.

Original oratory, poetry interpretation, radio newscasting and radio drama were the four new speech contests recommended for City Conference. In December, the State Executive Committee approved only three contests—radio newscasting, original oratory and interpretative reading.

In addition, the group approved the creation of a golf contest which "shall continue up through and including a state championship."

Technology in the classroom

According to Wayne Coy, chairman of the Federal Communications Commission, "every schoolroom should be equipped with its own radio net. It should be freely integrated with classroom work as a major education tool. As soon as television becomes available in a community, every schoolroom should be equipped with a television screen—the electronic blackboard of the future."

In addition, the *Leaguer* reported, clubs can hold their group's interest by showing movies.

"The film should have educational qualities, certainly, but should also be highly entertaining."

The article recommended such films as *Rocky Mountain Trout*, *Ski Holiday*, *Shortest Way Home*, all in color, and *Telephone Hour* and the *Magic of Ireland*.

Debate to be broadcast on radio

For the first time in the history of the League, a statewide radio network will carry the broadcast of a Texas high school debate on the topic: "the State of Texas should increase the severance tax on its natural resources."

Baseball championship

Tony Burger, Austin High School coach, said, "I am wondering what the League is doing in regards to



Advisory Council Recommends Schools Vote on Five Changes



Two newcomers to the Legislative Advisory Council were J. B. Smith, Superintendent of Le Falls Schools, left, and Lee Johnson, Superintendent of Phillips Schools. Both administrators have taken an active part in interscholastic League activities for years.

Smith Represents VII-A Membership I-A Schools Elect Supt. Lee Johnson

Also Serving on Music Committee
Superintendent J. B. Smith at Le Falls was named to represent Conference A in Region VII at the Legislative Advisory Council of the League. He attended his first meeting at the two-day session October 31-November 1.

For twenty-one years he has been teacher, principal and superintendent in Texas schools. He was principal at Le Falls from 1981 to 1979, and has been superintendent since 1979.

He is a past president of the Valley Education Association, and president of District III, Texas State Teachers Association. He received his bachelor of arts degree from Southwestern University and his master of education degree from The University of Texas. He is a member of Phi Delta Kappa.

For four years he has been director of the music department at Le Falls.

I-A Schools Elect Supt. Lee Johnson
Superintendent Johnson has served three years as chairman of his football district, two years as chairman of his basketball district, and is serving now as chairman of the music division of Region I for his third year. He will serve a fourth year on the council.

He holds a bachelor of arts degree from Hardin-Simmons University and a master of science degree from The University of Southern California.

For the past twenty years he has been a member of the UIL.

Sonic recognizes scholar-athletes

This year, 43 student athletes, one per week, will each receive a \$1,000 scholarship from Sonic and will be featured on the *High School Xtra* television show as part of Sonic's effort to recognize athletes who excel academically.

The following student-athletes have been honored as so far this school year: Stephanie Watson, Denton HS; Rob Lilly, Stephenville HS; Brian Bischoff, Westfield HS; Julie Walthall, Royal Brookshire HS; Sara Laster, Abilene HS; Alexandra Callan, Conroe Oak Ridge HS; Doug Manor, South Garland HS; Angie Walker, Italy HS; Amanda Bree Stephens, Lamesa Klondike HS; Carey Jo Kasprzyk, Kenedy HS; and Keisha Cornelius, Amarillo Randall HS.

To receive an application for the Sonic Scholar-Athlete of the Week Award, call Eric Smith with Universal Sports America at 972/392-5876.

Spalding to donate game balls

Spalding Sports Worldwide is the exclusive supplier of UIL championship game balls in volleyball, football, tennis, basketball, soccer, golf, softball and baseball through the 2000-01 school year.

As an official sponsor, Spalding will donate game balls for all of the state championships, as well as the regional basketball, volleyball and soccer championships. Participating schools in these tournaments will be entitled to keep this equipment for school use following tournament play. Spalding will also donate \$15,000 annually to the Texas Interscholastic League Foundation, the scholarship program of the UIL. Students qualify for TILF scholarships by participating in the academic State Meet.

In conjunction with the state championship events, Spalding will recognize the most valuable player in volleyball, soccer, and girls and boys basketball and will host receptions for coaches and officials at the state championships.

IN THE LEAGUER

50 Years Ago

November and December 1948

holding a state baseball tournament.... It is only right that the League include a baseball championship play in its program. Such a move would place the 5,000-odd baseball aspirants...on an equal basis with their more favored schoolmates, the footballers, the basketballers, the tracksters and the tennis players.

"Baseball game is a game which the boy with just average or less than average physical make-up can play. Virtually any boy who can move around is a potential baseball player, whether he is large or small, tall or short."

Leaguer

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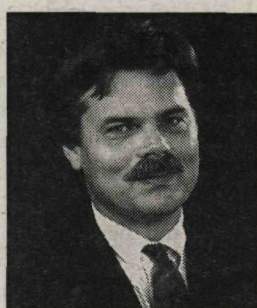
Rex Spain, assistant athletic director;

Bradley Wilson, assistant academic director.

Committee to study point system

'It's time to entertain a few fresh ideas'

The Legislative Council interrupted its annual debate about the football playoff structure long enough to pass several academic proposals, none of which made the front page of the newspaper, and for good reason. Even by our standards, this academic agenda was a snoozer. The highlight of the meeting? Clarifying when Part II of the high school spelling contest ends.



Bobby Hawthorne
Academic Director

I rest my case.

At the same time, proposals submitted to other committees, if approved, would have impacted academics rather dramatically. Fortunately, they didn't.

For the record, the Council:

- simplified procedures regarding one-act play set rules.
- expanded music memory to third and fourth grades.
- amended points deducted for misspelling an artist's name or the title of a piece in the art contest.
- included in the art contest works in major Texas museums.

The council also instructed the staff to study proposals to allow calculators in junior high math and science contests, to adjust time limitations in Lincoln-Douglas debate, and to add a high school economics contest (see sidebar story).

It approved the appointment of an ad hoc committee to study the academic point schedule and post-district qualification. That is, whether two teams should advance from district to region, region to state. We hope committee members will be appointed soon, meet early next year, and review our rules and procedures. We are highly susceptible to paradigm paralysis, and it's time to entertain a few fresh ideas.

Among the items to be discussed are team points for journalism and speech, and points for second place teams. The current point system works fine, but it lacks a coherent philosophical basis. It resembles the Texas Constitution: endlessly amended and in need of a good going-through. Inasmuch as the various UIL academic directors do not agree on factors such as points as they relate to number of participants, amount of time involved per event, and intensity of the event, it's unlikely that panel members will resolve these issues. Again, the purpose of this meeting is not so much changing the point schedule as it is establishing a philosophical founda-

tion upon which future change can take place.

As to post-district qualification, we might consider the possibility of different rules and standards for different conferences. Given that the overwhelming majority of students in the state attend 4A and 5A schools, it seems fair to allow 4A and 5A to advance two teams while 1A, 2A and 3A advance one. My conservative calculations indicate that four times more students attend 4A and 5A schools than A, 2A and 3A.

Besides, a precedent for this has been established in athletics. Three 4A and 5A football teams per district advance into the playoffs. In Conference A, 2A and 3A, only two teams per district advance.

On a related topic, the policy committee rejected a proposal to divide Conference A spring meet into two divisions. While I'm sympathetic to the problems track and field coaches face relative to school size, splitting Conference A into large school/small school academic conferences is a terrible idea. First, it would increase the imbalance between small and large schools. Secondly, if it passed, students attending 1A-small, 1A-large, 2A and 3A schools would consume 66 percent of the potential scholarships, medals and trophies, even though the schools contain barely a quarter of Texas' total public school student population.

In addition, the UIL would be forced to find four new academic regional sites and accommodate no fewer than 12 new contestants per contest at state without providing a significant increase in the potential judging pool. The proposal also allows schools to decide whether it wants to compete in the large or small school division. You can guess the outcome if academic and athletic coaches disagree.

We don't need this kind of grief.

Finally, the policy committee rejected a proposal to move the Conference 4A and 5A academic and athletic regional competitions from San Antonio to Corpus Christi. I'm more than satisfied with the job that San Antonio has done in hosting these meets and see no reason to move it. Of course, no one asked me. Corpus wants the track meet. They'll take the academic meet if that's what it takes to get the athletic events. Frankly, that's not good enough for me. I think academic coaches would rather spend an additional two hours traveling to a site where the meet will be conducted efficiently and competently. I'm not saying that a Corpus Christi site wouldn't. But San Antonio runs perhaps the state's most problem-free region. That should count for something next time this proposal arises. And it will.

E/JH programs growing, changing with input from schools

For elementary and junior high schools, the Legislative Council meeting was exciting. It was indicative of a growing and changing program. Most importantly, the actions that the Council took will have a far-reaching impact on some of the programs. And none of that would have been possible without input from dozens of teachers, former teachers and UIL consultants.



Bradley Wilson
Assistant Academic Director

As I told the members of the Academics Committee, the hardest thing about working with elementary and junior high teachers is that they don't meet anywhere. We don't have Student Activities Conferences for elementary/junior high academic coaches. They don't advance to a state meet. And we don't routinely visit any of the hundreds of district meets around the state.

So this year, some of the ideas for change came from instructors who took the time to talk to me during my first year at the League. Some were irate when they called. Others were passionate about their jobs. Some loved everything the UIL did. Others were downright ticked off at something. It was useful to hear from all of these people.

Some of the ideas for change came from the contest directors. For example, Molly Tower has been pushing to get music memory expanded into the third and fourth grades. The council approved this change to be implemented next year, creating the first new academic contest or contest division in years. This single change should allow several thousand more elementary students to participate in UIL activities.

It's also the most significant change to occur in the contest since it was recreated in the early 1980s. The UIL first hosted started music memory in 1921, making it one of the UIL's oldest contests. Back then, even elementary students at any of the 500 or so participating schools could advance to state competition. And some of the music for the students to recognize was performed "live" or by "talking machines."

In another move that has the potential to have a far-reaching and positive impact, the Council approved changing the art contest to include works of art from selected Texas museums, not just the National Gallery and Amon Carter Museum. This will give students a greater chance of seeing the works they study for UIL competition actually hanging in a gallery. It is our hope, that coaches of the art contest will take the opportunity to take their students to visit their local galleries to further explore the works of art hanging in Texas galleries and museums.

Rest-assured, the works of art that Karen Pope, PhD, Elizabeth Bartlett and Jan Nimmo select will not only be representative of the masterpieces in the museums but will be grade-level appropriate.

In perhaps the most controversial decision made by the committee, the number of points deducted for misspelling the name of an artist or work of art was

1998 Superintendents' survey

- In a mail survey given to all school district superintendents, 2-1 voted in favor of adding spring meet economics, foreign language and geography contests.
- As per the foreign language proposal, most (64%) favored a Spanish contest, although French and German were also suggested.
- The superintendents also favored allowing students to cross-enter Lincoln-Douglas and Cross Examination debate.
- They were not in favor of limiting students to participating in no more than four academic contests (44% yes, 50% no, 6% no opinion)
- They were not in favor (37% yes, 46% no, 17% no opinion) of establishing a separate academic conference that includes only magnet and/or charter schools for academically gifted students.

Review rules regarding missing classes

Q. We want to pull kids out of a physical education class and put them in a special UIL academic class to help prepare them for district. Is this legal?

A. No. Students may not miss other classes for the purpose of practice for extracurricular activities.

Q. Are there loopholes?

A. Probably.

Q. Mind sharing them?

A. No.

Q. Are there Texas Education Agency-approved classes for UIL academic preparation?

A. None that we know of. However, districts are free to create local-credit courses that would help prepare students for UIL academic competition.

Q. Can you justify giving the UIL coordinator a conference period?

A. Easily. Most academic coordinators also coach events. Consider the hours they spend preparing students and coaches for competition, and this becomes a no-brainer.

Alternative copy not always an alternative

Students receiving journalism, language arts credit need writing experience

By Bobby Hawthorne

Director of Journalism

Double-space

Advise students to double-space at UIL spring meet journalism contests. Students won't be penalized for failing to double-space, but it sure makes judging a lot simpler.

Deadlines

Dec. 1
Deadline for submitting ILPC yearbook individual achievement awards entries.

Dec. 1
Deadline for submitting Edith Fox King Awards nominations.

Feb. 10
Deadline for submitting newspaper individual achievement awards entries.

Feb. 10
Deadline for submitting newspapers for rating.

Ever since writing last spring a Molotov cocktail of an article in the Texas Association of Journalism Educator newsletter regarding yearbook alternative copy, I've become something of an expert on the subject. Recently, the Columbia Scholastic Press Association asked me to submit a companion piece for its revised Yearbook Fundamentals. I agreed under one condition: I could bootleg it as a *Leaguer* column as well.

They agreed so here goes ...

First, yearbooks that are produced by students who do not receive journalism or language arts credit can do anything they want, as far as I'm concerned. They can fill the book with factoids, lists, shot-gun quotes and photos of freshmen and sophomores mugging for the camera and if by doing so they peddle a book to every kid in the school, all power to them.

However, if students who are enrolled in a journalism class produce the book, then it is the sponsor's duty to teach a full journalism experience, to fulfill state-mandated essential elements, and to structure the course as part of the district's overall effort to prepare students for future learning and citizenship.

The course isn't about selling yearbooks, any more than my daughter's volleyball experience was about selling calendars.

Thus, educators have a responsibility to emphasize process over product. The purpose of journalism in a language arts context is lost if publications dumb-down all stories to an alternative copy formula. All subjects can't be reduced to "quick information" formulas, and publications don't serve readers by trying to do so.

Yearbook or newspaper taught as part of the language arts curriculum should emphasize tradi-

tional writing forms that can be applied to other writing experiences-college essays, letters and reports, for example. The great majority of students enrolled in yearbook classes will never work in journalism, but all need to know how to write clearly and precisely.

Second, adopting an all-alternative copy approach deprives students of a critical reading experience. Do we want our schools to reinforce the concept of surfing and scanning rather than reading for depth and understanding? If this is the case, then we should go straight to video and forget the book altogether. It would be hard for me to defend a yearbook journalism course that delves no deeper than point-and-click. Yearbooks have struggled to find their place in the curriculum, and I worry that abandoning the traditional writing component will undermine whatever credibility the course now enjoys.

Third, I do not oppose alternative copy. I enjoy it. My favorite magazine today is *Men's Health*, and it's full of alternative copy. But I wouldn't buy it were it not for its interesting, informative articles. A yearbook containing nothing but alternative copy is a one-note song. Rap sells now but how will it stand up over time, as the owners of the yearbook age and mature? In 10 or 15 years, readers may want more *Sondheim*, less *Puff Daddy*.

No doubt, alternative copy appeals to the Generation X need for instant gratification. It's easy to compile and consume. It's also easy to forget, which is not to say that it is inconsequential. In many cases, alternative copy is the best way to report a story. The student collects information, analyzes the facts and selects one formula over another. This time, it's narrative. Next time, it's alternative. This would be an excellent critical-thinking experience.

But this is not what I see happening. Instead,

advisers and staffs decide during a summer workshop to tell the story of the year solely through alternative copy, abandoning all traditional writing, all attempts to analyze, interpret, describe and appeal to the emotions and senses, no matter what happens during the course of the year.

Why? Because it's trendy, and it's easier to crunch a lot of names in the book using alternative copy, and the more names in the book, the greater the sales, they contend. Besides, they add, students don't like and won't read traditional writing.

I disagree. I will concede that students don't like and won't read bad writing if they'll concede that most yearbook copy is dull, boring, pretentious and predictable.

"The purpose of the Anarchy Club is to violently overthrow the government. This year, Anarchy Club members raised funds by selling guns and ammunition to right-wing extremists. Members of the club included..."

No one will read this, now or ever. But improving it is work. It requires observation, saturation interviewing, analysis and interpretation, which brings me to a final point: alternative copy removes or, at least, greatly diminishes the involvement of the reporter in the story.

I don't want 50 voices yakking away at once, all saying essentially the same thing. I want to read the single voice, that of the reporter as he or she attempts to explain what an event meant. The thing that will endure over time-educationally and journalistically-is the concise, well-written article that describes, tugs on the heart strings and captures forever the power of the moment.

Then, if you want to tack on a list of favorite restaurants, that's okay with me too.

Feeling guilty? Take time now to enjoy the cookie dough

By Betsy Rau

Dow High School, Midland, MI

When my daughter was in third grade, she was a finalist in the all-school spelling bee. Because it was held at 1:30 p.m. and that would have meant missing my afternoon classes, I missed the spelling bee instead. I also missed the girl scout mother-daughter cookie baking seminar, an event my daughter remembers because she, her friend and her friend's mom ate more gooey dough than they did warm cookies.

When my son was in second grade, his class had a huge dinosaur presentation. I missed it because it was in the morning and that would mean missing first- and second-hour journalism. His dad was able to be there with him, and they've shared lots of laughs reminiscing about the ugly paper maché creature they created together.

I never went to a high school honors assembly for my daughter because they were always at 8 a.m. I never saw my son in his fourth grade play because it was at 11 a.m. In fact, I missed a lot of events as my children were growing up: ball games, time to sit down together and do homework, moments to take a walk around the neighborhood with the dog

and talk about the day's events. I was at school with other people's children, on deadline, cranking out another issue or section. With children who are long gone, children who I adored at the time but who didn't invite me to their graduation parties, who rarely come back to visit.

In the meantime, my own children are beyond school plays and spelling bees. One is a sophomore in college and the other a sophomore in high school. I'm not sure where the time went. I know I was in 'deadline,' yet I hardly remember those papers now, and I never open the yearbooks I spent hours planning and editing. While they were certainly important to me at the time, it depresses me that I could have ever made them and my career a higher priority than my family.

I've been thinking about it all day-not because *Pied Grafts* was due a week ago and I needed a topic-but because of the way my day started. Five of us were scheduled to present at a conference in Lansing. Four of us made it. I arrived this morning to find that one of my colleagues had stayed home because of a major family crisis. She had called one of the other presenters and asked if it would be OK if she missed the event.

She said she would be there if we felt it

was necessary, that she felt guilty having to let us down. "GUILTY?" I thought. "Today, she needs to be with her family!" Then I put myself in her position. I would have said the same thing. From that moment on, I spent my day in misery. Hurting for her. Hurting for me. Hurting for anyone who has ever forgotten that our families come first, not our jobs.

Publication advisers spend a helluva lot of time at school. So much, in fact, that our students slip and call us "mom" or "dad," and we know more about what's happening in the custodian's life than we do our own. Craig, who cleans the room across from mine, is spending the weekend with his wife and another couple at the Casino in Mt. Pleasant. They got a heck of a deal on a suite, complete with Jacuzzi and concierge floor amenities. They might even get in a round of golf if the weather is decent. I'm not sure what we're doing this weekend. I haven't had a chance to talk with my husband in three days.

I thought about that tonight as I walked in the house at 10 p.m., exhausted from production and told him he should wake up from his spot on the couch and go to sleep in a real bed. Now it's 11:26 p.m., and I'm typing this column, alone-again. I suddenly realize I've been doing the same thing during production

for almost 22 years, sometimes with two publications. Coming home late. Winding down alone.

If you're reading this column right now and saying, "This chick is crazy. I would never do that," I say BRAVO. You're right. Chances are, however, that you're seeing just a small part of yourself here. Oh sure, it's a little different. You've only been doing it for 10 years, or you come home at 11 p.m., not 10 p.m. The fact remains, we're a crazy bunch, we advisers, and it's time to revisit our priorities.

As you start the year out, full of lofty goals and dreams of perfect publications, I ask you to reconsider having your news page designer redo page one for the 10th time, or adding four pages to your next edition of the paper, or spending that extra night in deadline because your staff didn't use their class time well.

Do what I'm going to do. Be in the stands tomorrow at 4 p.m. for your son's JV football game. Cheer so loudly you lose your voice. Come back to school later if you need to but be there for your kid. Then, call your daughter. Tell her you've got a date at her convenience to come over and bake a batch of cookies. Eat all the dough you want.

Informative

1. Why has John Glenn gone back into space?
2. What recent allegations have been made about Raul Salinas?
3. Why is there a national movement for hate crime legislation?
4. What are the provisions of the recent Middle East Peace agreement?
5. What are some of the most significant November election results?
6. What are the sources of conflict in Kosova?
7. Who is Pinochet?
8. Allegations toward Nixon and Clinton: How are they similar and different?
9. Who are the major political players in Russia?
10. What were the effects of recent floods in Texas?
11. How does the Federal Reserve use discount rates to stabilize the U.S. economy?
12. What steps has the IMF taken to prevent financial collapse in Russia?
13. What will be the biggest issues for Al Gore in his bid for the presidency?
14. Who is Jonathan Pollard?
15. What was the impact of Hurricane Mitch?
16. What are the findings of the Truth and Reconciliation Commission?
17. What charges has the Department of Justice launched against Bill Gates?
18. What changes will Gerhard Schroder bring to Germany?
19. Why is Bellicose on the brink of economic and political chaos?
20. What recent developments have rejuvenated Apple's position in the market?
21. What is ecoterrorism?

Persuasive

1. Will Netanyahu and Arafat be able to uphold the provisions of the latest Middle East peace plan?
2. How close is the FBI to finding Eric Rudolph?
3. Has crime in Mexico spiraled out of control?
4. What do recent elections tell us about the Congressional handling of impeachment proceedings?
5. Will Serbian withdrawal from Kosovo create stability in the area?
6. Will John Glenn's mission help NASA regain public support?
7. Should we support a national school voucher system?
8. Is this the end for the Democratic Party in Texas?
9. Should issues of sovereignty be weighed over issues of international justice?
10. Budget surplus: What to do or not to do with it?
11. Is the global economy headed for toward a major recession?
12. Should Texans invest in flood prevention projects?
13. Has Yeltsin lost his political power in Russia?
14. Why did baseball capture America's fancy this year?
15. Is Bill Gates Public Enemy #1 or merely the Justice Department's favorite whipping boy?
16. New Socialism in Europe: How will it affect U.S.-European relations?
17. Impeachment proceedings: In search of justice or partisan politics?
18. Should public schools adopt uniforms?
19. Has the Truth and Reconciliation Commission served to unite or divide South Africa?
20. What else should be done to control the international weapons trade?
21. Is volunteerism becoming a national passion?

New state board policies impact speech programs

State officials are making decisions that dramatically affect speech educators and our discipline. On Nov. 5, members of the State Board of Educator Certification met to finalize their recommendation concerning teacher certification. The current proposal is to change certification to licensing and places speech under the language arts composite, along with English, reading, and journalism. If the proposal remains unchanged and the State Board of Education adopts it, speech will not have its own separate licensing.



Jana Riggins
Assistant Academic Director

What that means, according to Mark Gonzales from the Texas Education Agency, is that a beginning teacher who would want to teach speech would be initially licensed in English/language arts, requiring them to pass the content and content pedagogy assessments for English/language arts. They would then be given a conditional certificate and could be assigned to teach the courses which fall under the English/language arts composite.

After successfully completing the induction period successfully and passing all appropriate pedagogy and code of ethics assessments, educators would receive the standard license which will be renewable every five years. Only after receiving this license, would the teacher then be able to specialize in a specific area (i.e., speech). The specialization would be based on the teacher's major, continuing education, specific training, or work experience. The criteria for the specialization would be determined by the State Board of Educator Certification.

This could have a significant impact on the majority of speech teachers, particularly those with no desire (or background) to be certified in English/language arts. Many debate coaches are certified in social studies; many oral interpretation teachers have theatre backgrounds, not English.

And how does eliminating a separate licensing for speech stand congruent with the State Board's adoption of a required speech course for high school graduation? In one breath, state officials have declared that speech must be part of the core curriculum and oral communication skills necessary for every student in Texas. In yet another, they've designed a licensing structure that would allow individuals not having been through the rigors of speech pedagogy to teach that vital speech course.

Other courses

Another major issue which has reached the second hearing stage in front of the State Board of Education is whether or not to allow courses other than the four speech courses currently designated to substitute for the required speech course. In July, and again in September, the board heard testimony from agriculture, home economic, and career technology instructors requesting that their courses be included as substitutes for the communication application course until textbooks are in place for that course. Though the committee on instruction failed to pass a motion allowing agricultural communication to substitute, the issue was brought up in front of the full Board and it received a close affirmative vote on the

first hearing. The SBOE will have a second hearing on the issue Nov. 7-8.

Harlen Amendment

It does appear that a victory for speech came when the Harlen Amendment allowing colleges/universities to have a 48-hour core curriculum passed, keeping speech as a part of their core curriculum. All this to say, speech educators must stay politically informed and active in order that speech may remain alive and well in Texas.

Interp Questions

Those of you who have attended our Student Activity Conference workshops focusing on the new prose and poetry categories are, no doubt, off and running and terribly excited about the new categories. For those of you still unsure about Poetry, Category B: *Diversity and the Human Experience*, let me suggest that you treat this category somewhat like a debater deals with a new resolution each year. Try reading the category description very carefully, then defining key terms within that description. Erin Greene, coach at Pflugerville-Connally High School, has creatively directed her students to dictionaries to determine the breadth and depth of this wonderful category. With her permission, I'll share with you some of the definitions her students discovered which gave them great insight into the wealth of literature and thematic ideas this category encompasses. Taken from the *Random House Unabridged Dictionary*, 2nd ed., and *Columbia Encyclopedia*, 5th ed., Houghton-Mifflin.

Culture: the body of customary beliefs, social forms, and material traits of a racial, religious, or social group.

Multi-cultural: representing several different cultures or cultural elements within a unified society. By making the broadest range of human differences acceptable to the largest number of people, multiculturalism seeks to overcome discrimination.

Diversity: being different or having differences.

Social: of, relating to, or concerned with the welfare of human beings as members of society.

Economic: dealing with monetary status.

Socioeconomic: a combination of social and economic factors; income and social position are considered as a single factor.

Political: of or relating to governmental functions, including military.

Please note: these two dictionaries are not prescriptive. Have your students access information of any of the dictionaries available on your campus. Using definitions as a foundation, begin to brainstorm topics that "fit" under each definition. What are the diverse circumstances members of the same society experience? You'll quickly find that your students will come up with countless themes to explore for this poetry program.

The key issue is: what type of diversity does your theme express? Are you examining the socially different, such as the homeless or the handicapped? Are you exploring the effects of cultural ethnicity? Is the diversity of religions at the heart of your program? Are you reading poetry from the war-torn country of Bosnia or economically depraved Russia? Have you built a program of poems from the American working-class perspective? More than ever, your introduction and transitions will be critical to insuring that judges and audiences understand the diversity in your

CX TOPICS

WHICH MADE THE NATIONAL BALLOT

- Resolved: That the federal government should establish an education policy to significantly increase academic achievement in secondary schools in the United States.
- Resolved: That the federal government should substantially strengthen its policy to combat domestic terrorism in the United States.

Ballot must be returned to UIL by Jan. 7.

Judging vital part of music director's job

Reprints of this article are available from: National Federation, 11724 Plaza Cir, Box 20626, Kansas City, MO

TMAA
Constructive
Comments

Texas Music
Adjudicators Association

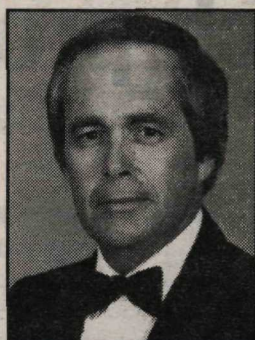
**ADDRESS TMAA
CORRESPONDENCE
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Texas Music
Adjudicators
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124 Live Oak Drive
Pleasanton, TX
78064-1514
830/569-5185
Fax: 830/569-4679

In 1991 I was asked to write an article on the importance of music adjudication and the vital role that our music directors play as music contest judges. The information in that article is as pertinent today as it was some seven years ago.

One of the primary cornerstones of the educational substance of the UIL Music Contest program is the quality of adjudication that is provided for the performing organizations and student musicians of the State of Texas. The purpose of this adjudication is not simply to assign a division rating to a performance, but rather to provide a concise evaluation of the strengths and weaknesses of each musical demonstration and offer recommendations for continued musical growth. These critiques, which address both concert and sightreading skills, deal almost exclusively with the Texas Essential Knowledge and Skills. As such, while any competition is considered extracurricular, the actual adjudication can be a true extension of the classroom and a valuable component of the music education process.

This important element of any music competition is often taken for granted since the behind-the-scenes arrangements for judges takes place weeks, and even months, before the actual contest. Also forgotten is the fact that the majority of those best qualified to evaluate music performances come from the rank and file of our music educators who daily work with music students in public schools throughout Texas. These teachers give significant time and often travel extreme distances for minimal compen-



Richard Floyd
Music Director



IN JUDGMENT

Cody Birdwell of Texas Tech records comments while judging a band at the state marching contest.

sation to serve as judges for our UIL music contests. Without their willingness to serve in this capacity, it would be difficult, if not impossible, to provide a level of adjudication that is commensurate with the quality of music education in our schools.

The benefits of contest participation and adjudication are not one-sided. There is another dimen-

sion. It is assumed that the students will benefit from the critique and that the directors will return to their rehearsal rooms with new insights and a clearer vision of the relative strengths and weaknesses of their students. But, seldom noted is the fact that any contest experience offers the potential for a significant growth experience on the part of the judges as well. The exercise of judging heightens hearing and communication skills. Judging enhances a director's ability to be a successful, productive teacher. Consequently, school administrators should look with favor upon opportunities for directors to serve as judges.

While most contests take place on Saturday, there are some exceptions because of economic or logistical reasons. Also, there are sites in the state that must schedule more than one day of events to accommodate all participating groups. These contests often require the use of a school day to complete. While the participating groups miss a minimal amount of school time (contest participation requires only one and one half hours plus travel time), judges must be present for the duration of the competition. Judges for these contests find it necessary to make arrangements with their school administration to be away from their own campus and cover their normal teaching responsibilities in order to accept such a judging assignment. Under these circumstances, school administrators are encouraged to respond favorably when faculty members ask permission to serve as adjudicators. Such action demonstrates a sensitivity to the scheduling needs of UIL contests, an appreciation of the importance of having qualified judges for the participants in these events and an awareness of the valuable experiences that teachers who serve as judges bring back to their own classroom and students. The result will be a continued availability of highly qualified adjudicators and enriching experiences for our music educators as well.

Finding qualified judges difficult

By James Edwards

TMAA Orchestra Vice President

As orchestra programs continue to develop across the state, quality orchestra directors are, as Robert Floyd, TMEA executive secretary, stated in his address to the Texas Orchestra Directors this summer in San Antonio, "our most precious commodity," when teaching positions are being filled. And of course, as programs grow, so do UIL contests. UIL executive secretaries statewide continue to face difficult challenges in filling orchestra panels with qualified judges, even at a time when our contests are getting bigger and certainly better.

Many of us feel we do not have the luxury of missing school to go and judge. We go day to day to at least two campuses with no assistant to cover classes or to help with the teaching and the paperwork. We often miss all announcements at both schools while carrying a portable office around in our cars. It's correct to assume our one-man-show is better not left to a substitute. However, we have a responsibility within our ranks to ensure that teaching statewide continues to adhere to the UIL standards and to those of superb orchestra instruction in Texas schools.

This responsibility can only be met with our most experienced, talented, and success-

ful educators judging our contests. We must increase the number of TMAA orchestra judges. Orchestra directors statewide should become involved and help recruit new members to our judging organization.

Full Orchestra

In contrast to the growing number of string orchestras at UIL contests, the full orchestra is practically an endangered species. With ever-increasing time demands on music students, the full orchestra must prepare totally outside of school with a portion of its membership volunteering for no credit or grade, simply for the love of music. This task is difficult for most music programs.

I applaud the schools which have made full orchestra an integral part of their program—that have allowed orchestra and band directors to take dual ownership in this remarkable experience. Full orchestra represents the best in musical education; it allows strings, wind and percussion, each with its own excellent training, to perform on a professional level with a minimum of rehearsal.

Unfortunately, the full orchestra is in great need of young talent. I challenge Texas music programs today to keep this treasure alive, to preserve an invaluable investment in our musical culture.

Avoiding conflict of interest

By Richard Floyd

Director of Music

Most would agree that music competition is unique. With the exception of marching band, we have no first place, second place or last place. We all compete against a standard as we strive for musical excellence. A division one rating or a sweepstakes award is our goal. The determining factor in our quest for this goal is a panel of judges. In a perfect world this panel would be comprised of musically qualified individuals who know nothing about the programs or the directors participating in the event. They would not be aware of past successes or failures and would have had no personal dealings with any of the directors at the contest. But, alas, this is not the case. The judging panel will more likely be colleagues who give of their time and talents to serve as UIL contest judges. In short, we are judged by peers and colleagues.

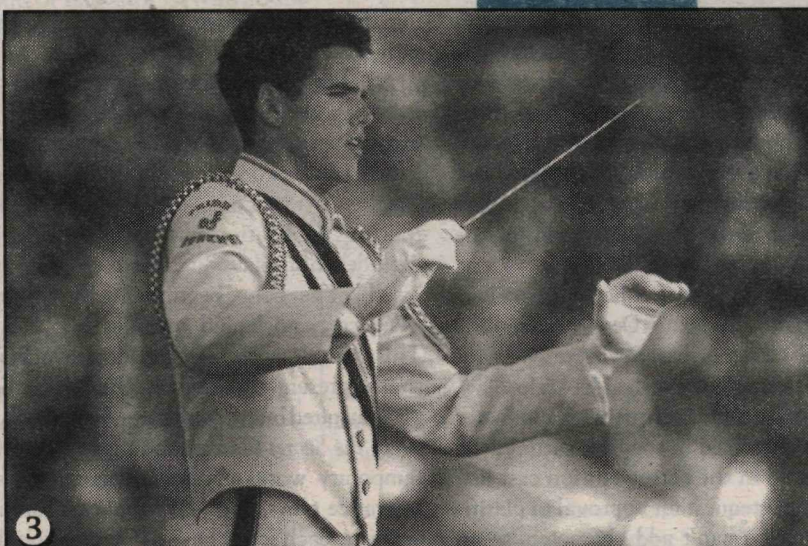
Thus, the issue of "conflict of interest" is ever-present. The *UIL Constitution and Contest Rules* clearly speaks to the issue of conflict of interest. However, it appears that some members of our profession do not take this issue as seriously as others. Consequently, there are occasions when a music ensemble is judged by an adjudicator who has a direct, personal relationship with the director or students in that organization. Examples would include such scenarios (and these are real) as: (1) a

marching band judge agrees to judge an event where one of the performing groups will be directed by a colleague who wrote the drill for the judge's own band or (2) an educator accepting an invitation to judge a contest where groups will perform that include students who were previously taught by that educator.

Many directors see these situations as harmless. They simply assume that judges will leave their biases behind and retain their neutrality throughout the contest. Many times this is the case. The judging is fair, equitable and consistent. Even so, the perception of a conflict of interest lingers. In the mind of the general public the results are suspect. The ratings are justifiably questioned. The integrity of the event is compromised.

This perhaps is one of the weakest links in our contest system. We must "judge one another" and at the same time strive to avoid being placed in situations where our performance as judges is questioned. Thus, it becomes paramount that each person who accepts a judging assignment does so with a complete awareness of the identity of the groups and directors that will be performing at the contest. Any hint of conflict of interest should be brought to the attention of the contest chairman so an informed judgment can be made regarding the appropriateness of that person sitting on the panel. To do any less erodes our contest system and brings into question the fairness of the adjudication.

Marching band ends on a high note



- ① Langham HS baritone player Erich Zigler, senior, plays during the 5A marching band finals held in Waco Nov. 2.
- ② Duncanville HS trumpet player Brice Tidwell plays a solo during the band's performance of music by Dimitri Shostakovich.
- ③ Berkner HS drum major David Snider, senior, directs his band during the prelims.
- ④ China Spring HS drum major Erik Royal, senior, polishes a horn before the area competition held at Burger Center in Austin.
- ⑤ Vicki Kottman, senior, from Churchill HS plays an oboe solo.
- ⑥ Baylor University President Robert Sloan presents the first place trophy to Westfield HS drum majors Amy Jew, Daniel Moran and Lance Wernette.
- ⑦ Dana Kiser, parent of Lee HS saxophone player Matt Kiser, cheers on the band.
- ⑧ Elgin HS band students react as the list of 3A bands advancing to the state competition are announced after the area contest.

Photos by Bradley Wilson. For complete results of the 3A and 5A marching band competitions, check out the UIL Web page at <http://www.utexas.edu/admin/UIL/>.

One-act deadlines approaching

Play selection never easy; rules on adaptations strict

1999 UIL amendments to the approved Texas Educational Theatre Association Adjudicator Organization's OAP Critic Judges
(November 2, 1998)

CHANGE

- ★ Charles R. Jeffries (Texas Theatre Consultants), 2900 Nacogdoches, Ste.# L-249, San Antonio TX 78209 (210) 822-5886 - IV [1/00]
- ✓ Robin Robinson (Grayson County College), 1208 N. Woods, Sherman TX 75092 (903) 870-1642 - II [1/03]

ADD

- ✓ David R. Allen (pending certification) (Midland College), 3600 N. Garfield, Midland TX 79705 (915) 686-4205 - I [1/99]
- Jerry Ayers (Haute Ayers Designs)(pending certification), 3111/2 S. Rogers, Waxahachie TX 75165 (972) 938-0316 - II [1/99]
- ✓ Rebecca Faulds, Tyler Junior College, Speech & Theatre, PO Box 9020, Tyler TX 75711 (903) 510-2208 - II [1/02]
- ✓ James A. Hatfield (Univ. of Texas-Tyler), PO Box 130607, Tyler TX 75713 (903) 566-7425 - II [1/02]
- † Armando Hinojosa (Edinburg HS), 2016 Pin Oak Rd., Edinburg TX 78539 (956) 383-1373 - IV [1/00]
- ✓ Alma Chapa Moore (pending certification) (UT-Austin), 5300 Viamonte Lane, Austin TX 78739 (512) 288-9730 - IV [1/99]

DELETE

- ★ ✓ Alva Hascall, University of Texas-Austin, PO Box 7818, Austin TX 78713 (512) 471-0665 - IV [1/02]

This is my last opportunity to promote the Dec. 21 deadline for play and set approval. By the time you read this column it will be well into November and time for finding a quality script suitable for your students will be short. If you wait any longer you'll be looking at the approved lists trying to make a play fit the students. Play selection is never easy, but the shoe-horn method of stuffing your students into the wrong vehicle usually causes blisters.



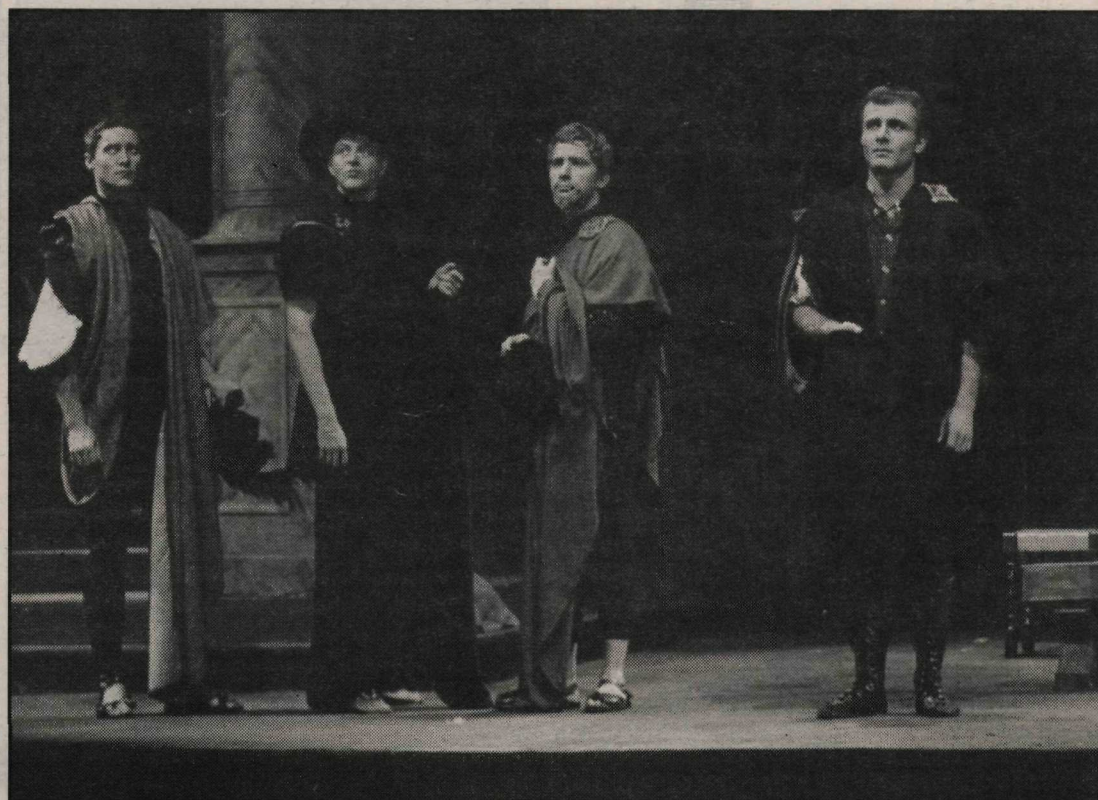
Lynn Murray
Drama Director

The UIL drama staff never tires of answering questions about play selection. It is seldom possible for us to suggest a specific play because we do not know your students. We can tell you if a play has been previously approved. We can't necessarily tell you the "why" of approval or disapproval. Long play approval depends on literary merit, content and selection of scenes (sf) or what is too often referred to as "cutting." Please don't use that word with publishers! When we receive "adaptations" the Play Appraisal Committee must disapprove unless you have playwright, publisher or agent permission. The exceptions are your own original play, adaptation of public domain material or sf public domain scripts. Sf plays on the Approved List of Long Plays are director choices. You cannot "adapt" or re-write plays from the approved lists.

There is no magic wand for directors selecting scripts for OAP. Study publisher's catalogues as you review plays from the approved lists. If you don't have catalogues of UIL approved publishers, you will find most on the Internet. The author, plot, setting, cast size and review quotations may provide you with a point of departure. Selecting a 32-character play is not likely the appropriate challenge for a first-year director. Plays with set requirements beyond those possible in OAP should not be requested. Do not assume that you have permission to "adapt" just because a public domain play is on the approved list(s). Modernization of the language or revising the language to another period is an "adaptation" and must be approved, even if in public domain. It is viewed as an original and the Dec. 21 deadline applies. Most publishers/playwrights/agents will not permit an "adaptation" that rewrites the script.

It is not unusual to find scripts with character dialogue or action described in the text without the character being listed in the acting edition cast list. To be safe, write me a request for approval or clarification. Remember, you can't add characters to an approved play without approval and giving lines of one character to another is a very sticky subject. Characters cannot play scenery (trees) or props (furniture) unless the playwright provided for such devices. There are instances when adequate motivation is provided for adding characters that do not infringe on copyright or playwrights intent, but such adaptations still require League approval.

This attempt to clarify may cause as many questions as my September column comment. Make sure the script allows for, provides opportunity for, or doesn't restrict the addition of characters before you attempt to justify a request. Always go back to the script. Can added characters be included as interac-



CENTER STAGE

In a 1966 UT drama department production of *Julius Caesar*, Rick Hamilton (far right), a speaker at this year's Theatrefest, started his theatre career at Houston's Milby HS, continuing there until his graduation in 1961 under the supervision of director Richard Niemi (Milby HS 1948-78). He was named best actor in district UIL competition his senior year for his part in *The Crucible*. Hamilton served as an apprentice at Houston's Alley Theatre and attended Baylor University and Lon Morris College, where he worked under the tutelage of legendary TETA Founder's Award recipient Zula Pearson. Rick transferred to UT-Austin in 1964 where he worked with director James Moll and noted Shakespearean authority B. Iden Payne. He graduated with a BFA degree in 1967.

tive characters? Can they be included in the action? Do they support the meaning of the scene/play and the playwrights intent? Wanting to use more students may be well intended but that won't gain you approval.

While you are looking for a good script, don't forget those with a focus toward young audiences. Good theatre is good theatre, and the recently published *Theatre For Young Audiences, 20 Great Plays for Children* is a welcome addition to the field. This St. Martin's publication edited by Coleman A. Jennings includes short plays directed at children but enjoyed by all. The book begins with an interview with Maurice Sendak and includes his "Really Rosie." This anthology collects new and overlooked scripts that represent the best in children's theatre from plays inspired by classic stories—*Junglebook*, *Charlotte's Web*, *the Secret Garden* and more—to original contemporary works. There are coming-of-age plays, tolerance plays, and plays about children in society and war. Each script has an introduction that will aid directors and many are based on world folk tales and other traditions. Some of these scripts have been discovered by OAP directors, and I am sure you will find this collection a valuable addition to your theatre class room or library collection. Dr. Jennings is also the editor of *Six Plays for Children* by Aurand Harris, *Twelve Plays with Mature Themes*, and *Plays Children Love, Volumes I & II*. If you have missed any of these collections ask your librarian to help you make these additions.

Samuel French will now permit sf *The Miracle Worker* by William Gibson. Sometimes things do change for the better. This script will be returned to the OAP approved list in the next edition of the OAP

Handbook, but will be approved only by special request this year.

TETA workshop

This column is not intended to be a workshop on play selection or cutting a play for contest. As noted many times before, my best advice is in the OAP Handbook. I'm sure you can find workshops at Texas Educational Theatre Association (TETA) that will help greatly. Getting help with play selection, a cutting, or borrowing from a colleague does not violate OAP rules. OAP is a contest in acting and directing, not playwrighting. Workshop help is available at TETA for every facet of OAP preparation. Don't forget the deadline is Dec. 1 for preregistration. You should have received the October *Texas Theatre Notes* and a TETA Scholarship audition packet. Theatre directors and administrators will shortly receive OAP enrollment information that also includes the TETA tentative program and registration information. This early deadline is noted clearly in each source. There will be many additions to the TETA program but the basic format will remain. Workshop organizers are adding advanced-level workshops and additional guests. Framji Minwalla, Professor of Theatre at Dartmouth College, and John Lutterbie, a UT graduate (MFA 1973) and professor at the State College of New York will participate in a "Brecht" panel that Jim Rambo and Cindy Sorelle are organizing. Cathy Bum, a UT graduate and current Director of Theatre at the South East Center for the Arts in Chattanooga, Tennessee will present a program dealing with Theatre Technology.

ONE-ACT • continued from page 8

Special guests

Rick Hamilton UT Austin graduate and wife Fredi Olster will again serve as a TheatreFest '99 special guests. Those that participated in the '97 workshop in Waco will remember that he is hailed as one of the most brilliant Shakespearean actors working in America. His many performances include his role as one of the Venticellis in the original Broadway production of *Amadeus*, directed by Sir Peter Hall. His professional credits include the Oregon Shakespeare Festival and American Conservatory Theatre productions of *Private Lives*, *Threepenny Opera*, *Woman in Mind*, *The Real Thing*, and his memorable performance as Tranio in *The Taming of the Shrew*. His film and television credits include *The Principle*, *Babylon 5*, *The Delta Burke Show*, *Fresno*, and *My Brother's Keeper*. His stage directing credits include *American Buffalo*, *The Deal*, *One Glorious Afternoon*, *Critics Choice* and *Harvey*. Fredi Olster is widely acknowledged for her riveting performance as Kate in the American Conservatory Theater production of *The Taming of the Shrew*. She has graced the stage in numerous Oregon Shakespeare Festivals and American Conservatory Theater productions such as *Private Lives*, *King Lear*, *Twelfth Night*, *The Lady's Not for Burning*. Her television credits include *Delaney Street*, *Cagney and Lacy*, *My Brother's Keeper*, *Babylon 5* and *A Year in the Life*. With Rick Hamilton she has co-authored *Discovering Shakespeare: A Workbook for Students and Teachers*.

Unit sets

If you plan to purchase or build OAP unit set elements, now is the time to process or start. Most companies that build unit sets, take a long time to deliver and building unit set elements is not a task for the inexperienced or untrained. This office maintains a list of firms that build unit sets and we attempt to keep current prices. I will be happy to help clarify drawings with those constructing individual elements. My direct contact with the person actually building unit set elements often makes the task less confusing.

I am often asked if it is legal to use unit set elements off the stage or on the auditorium floor. The answer is always no. However, it is perfectly acceptable for the contest manager to provide access steps from the auditorium floor to the stage. I recommend that this be done only when access does not exist. This does not mean that a host school should be required to provide steps at the center of the stage. Just because a company wants center access does not make it a necessity. Bringing such a device to make it available to all does not make it legal. This is a basic set question, and the final answer rests with the contest manager.

Title cards

OAP Title cards will be mailed to active OAP theatre directors about Jan. 15. You should have them by the time you return from TheatreFest '99. The next step is returning the card by Feb. 23. It is best to mail the card in an envelope. If you want confirmation that it has been received the best idea is to include a #10 self-addressed envelope with 1 oz. first class postage. (The U.S. Postal Service has announced a rate increase in January.)

Contest managers and critic judges should strive to send contracts to the League ASAP. We can help both only when we know. There are changes in schedules and emergency situations that have already involved this office is search of critics specific to a locale, date and time. If we have contacts the time and number of calls necessary is greatly reduced. We would rather have a contract with one signature than no contract at all. Remember, the latest version of the critic judge list is on the UIL Web site

E/JH • continued from page 3

reduced. Therefore, starting next year, while students can no longer get a perfect score if they misspell items on the test, they can still remain competitive.

We're also going to take this opportunity to simplify the scoring procedure for the art contest, a procedure that is unnecessarily complicated and cumbersome.

Reducing the emphasis on spelling in this contest wasn't my idea. (In fact, none of these were.) It came up while I was codifying portions of the *Constitution and Contest Rules* for elementary/junior high students last year. And it kept coming up during the year. It was a topic of discussion right up there with why we had nude pictures of the baby Jesus in our contest. Finally, it took enough form to become a recommendation to the Academic Committee in June.

Members weren't sold.

So I got more input.

Thanks to the contest director, consultants and the listserv, I became convinced this was a proposal worth pursuing. But I also wasn't sure I could convince the Council this was the right thing to do. They felt it watered down the contest.

Elizabeth and Jan came to the rescue with a compromise. We wouldn't remove spelling entirely from the contest, we would just reduce the emphasis placed on it. Win. Win.

It's that kind of input we depend on.

Sometimes that input forces me to retreat on a position.

For example, some instructors had requested that students be allowed to use calculators in the math and science competitions. After all, they are required as part of the TEKS and used daily in the classroom. After all, the high school students get to use them.

Still, Faye Parish and the Texas Math/Science Coaches Association took the time to survey their members. It wasn't a change they wanted. That, together with additional input from instructors statewide on the listserv, convinced me that this was not a change that was ready to be passed. But it's something we'll monitor.

Handbooks

So, with the Council meeting behind us, almost all of the elementary and junior high tests at the printer for invitational and district competitions, it's time to start work on the revisions to the *A+ Handbook*.

We've already sold out of this year's version. We

SPEECH • continued from page 5

program. Just as debaters must keep the "spirit" of the resolution clear in their approach to the resolution, so interpers must keep the "spirit", the intent of the category clear. Keep in the forefront the original intent of this category, which is to teach tolerance while exploring great literature. Remember, that the interper must not assume that their critics see the diversity. Use your introduction and transitions to forward the diversity you are exploring.

In answer to the question, "What can't we do?" Yes, there *are* limits, but there's not a great deal that doesn't fit this category, as long as you are clear about the diversity of the subject matter you select to present. So use your imagination. Use the definitions you find as springboards for themes. Don't allow yourself to be limited in scope to mood or setting; your program doesn't have to be heavy and serious. Just keep diversity at the forefront.

Debate Issues

The results are in from the national CX debate resolution vote. The two topics which received the

Listserv

Already we have 74 people subscribed to the elementary/junior high academic coordinators listserv. However, we have 423 e-mail addresses on record state-wide. Any person with an interest in e/jh academic activities can subscribe to the listserv to share information and receive first-notice of changes or problems.

TO SUBSCRIBE

Send an e-mail to
listproc@mcfeeley.cc.utexas

INCLUDE

the following statement:

SUBSCRIBE EJHCOORDINATORS firstname
lastname

all on one line where firstname and lastname
are your real first name and last name.

printed 4,000 copies and have back-orders for almost 200. We've ordered a reprint and will fulfill paid requests as soon as possible. Only schools that returned their Participation Cards by Oct. 1 (the deadline) received free copies.

A list of all schools that returned their cards by the deadline is on the UIL Web site.

If you have suggestions for revising the handbook for next year, now is the time to send them in. I don't see completely recreating the handbook, just adding some new material, fixing the known mistakes and making the changes necessary in the music memory and art contests.

Music memory list

Although we try hard to produce materials without errors, the *A+ Handbook* is not error free. Due to a last-minute change, the Afro-American Symphony by Still was removed from the music memory list and replaced with Joplin's "Maple Leaf Rag." The revised list is on the Web. All of the practice materials and contest materials reflect this change.

District meet entry form

The district meet entry form also has the wrong number of blanks under most of the contests. A revised copy of the form can be downloaded from the UIL Web site. There are no changes in the number of students you can enter in each contest from last year.

majority of national votes and which appear on the final ballot for the 1999-2000 debate topic are terrorism and education. Each debate coach has been mailed a hard copy of the ballot; the ballot can also be accessed via the UIL Web site. It should be returned to the League no later than Jan. 7 to be counted in the Texas vote. You may mail or fax it, but if you choose to obtain your ballot from the Web site, be sure to download it and obtain your superintendent/principal's signature before sending it on to the League.

The spring Lincoln-Douglas debate topic will be released in December. It will be posted on the UIL Web site.

Legislative Council

Sponsors brought several speech proposals before the Legislative Council at its October meeting including one proposal which addressed the issue of hand properties in oral interpretation contests and another advocating changing the time format for Lincoln-Douglas debate. We'll be studying those issues.

On the Web

A complete, and updated, list of **invitational tournaments** around the state is available on the UIL Web page, <http://www.utexas.edu>.

Next month in academics

Karen Werkenthin, UIL **ready writing** director, gives some advice to help prepare students for the upcoming district competitions.

David Trussell, one of the newly appointed directors of the high school **computer science** competition, writes about the changes in the contest and working in C++.

Coaches don't always understand officials

This past spring and summer the UIL in a joint effort with the Southwest Officials Association and Affordable Identification Camps held 13 training camps for basketball officials. The focus of these camps was to identify and train officials in high school three-person mechanics. The camps provided a great venue for identification and training. As we prepare for our next session of camps we would like the coaches from around the state to become more actively involved in the training and educational process. If coaches become more involved it could open the doors of communication and education from both the coaches' and officials' perspective.



Rex Spain
Assistant Athletic Director

Next spring we will again provide training sessions for officials in each of the 13 SOA districts. Each one of these districts is located in an area where coaches could meet with the officials and have direct contact and an educational exchange. Officials come to these camps to improve just as coaches and players attend clinics to improve. It has been our observation that coaches do not always understand the mechanics of officiating and this often leads to misunderstandings throughout the season.

We invite coaches to attend a CAMP USA training session next spring and to take an active part in the educational process "with" the officials as they learn. You might be surprised to find that learning more about officiating will help you be a better coach.

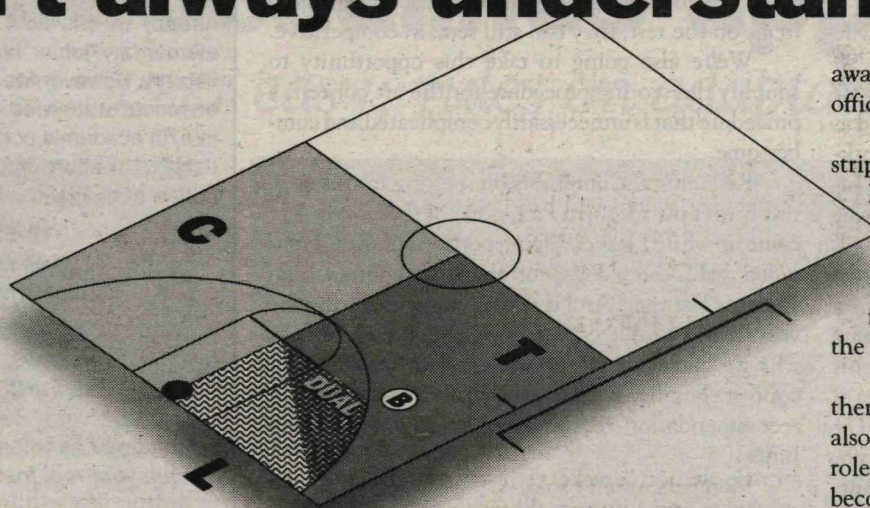
In the interim it's in the best interest of all coaches to attend one of your local officials chapter's

rules meeting or training sessions. We have encouraged you to do this in the past. However, as schools get into the regional and state tournaments where three-person crews are used, there many coaches that still do not the understand three-person mechanics officials use.

Coverage with three officials

For example, did you know that in three-person mechanics that the officials have primary and secondary coverage areas much like the zone defensive coverages you teach your athletes? Do you know what the officials' responsibilities are in their coverage areas? (see inset figure)

In the diagram notice that each official has an area of primary coverage. When the ball is in an official's primary coverage area, that official has fouls and violations on the ball. When the ball is not in an official's primary coverage area, that official takes all players in their area. Dual coverage for L and T is indicated in the illustration. Officials must always be



BASKETBALL COURT COVERAGE

Each official has an area of primary coverage. When the ball is in an official's primary coverage area, that official calls fouls and violations on the ball. When the ball is not in an official's primary coverage area, that official covers all players in their area. Dual coverage for L and T is indicated in the illustration. Officials do not make calls outside their area.

aware of the location of the ball, position of other officials and location of players.

It is a common myth that if an official has on a striped shirt he or she is supposed to "make the call." Much like your offenses and defenses, officiating depends on being in the proper position. Especially in the three-person game, communication between the coach and official is improved if the coach is more knowledgeable of the official's responsibilities.

Coaches are forever asking that the official put themselves in their shoes. However, coaches should also be willing to become more knowledgeable of the roles and responsibilities of the officials before they become too critical.

The best way to improve the game for the student athletes who play the game is for the adults involved to break some of the barriers that exist. Forget the egos. You don't always have to have the last word. Follow one of the many acronyms that we constantly remind athletes of — TEAM (Together Everyone Achieves More!)

Submit officials' names

As coaches get together for their district meetings, we would like for each of you individually to submit a list of officials that you have observed throughout the year that could possibly work at the regional and/or state tournaments.

Working together with the SOA and the coaches throughout the state it is our goal to put a representation of the best officials on the floor at the regional and state tournaments. This is an opportunity for all of you arm-chair officials to have an active voice in the selection process. And remember, if we take your recommendation, part of your reputation is on the line when that official takes the floor.

Holiday restriction gives coaches, players time off

School calendar, final exams may impact student eligibility

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

VOLLEYBALL

Doug Jackson, Azle HS

FOOTBALL

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

Holiday Restriction: A school shall not conduct contests or practices, use school facilities personnel or equipment during five consecutive days of December. Any organized or required practice will be a violation of this regulation. Schools may choose any five consecutive days, which include Dec. 24, 25 and 26.

All UIL winter sports are impacted by the holiday restriction more popularly known as the "dead period." This five-day moratorium on practice and competition unmercifully forces us to rest. Some coaches view the "dead period" as a penalty, and look for every possible way for athletes to skirt the rule. Others accept it as a precious gift that can't come soon enough after having already spent 18 weeks in school. Non-school coaches view it as an opportunity to showcase a team that someone else has been training since October.

Coaches convince swimmers the only shot they have at state is to give up the break by working out every day despite the restriction and basketball coaches feel the team will forget everything they have learned since seventh grade ball if they have a



Cynthia Doyle
Associate Athletic Director

break. Even the multitalented football or volleyball player who hasn't had a two day break since August is convinced that their career is over if they want to rest their body more than a what Sunday allows. The rule is written to halt all UIL athletic activities, just like a statewide cease-fire.

Despite any personal position taken about the "dead period," helping or hindering athletes, there are elements about the break that should be reviewed annually. No pass, no play, practice restrictions, the number of contests per week question, and the travel are among the topics that we have been addressing by phone. Some of the more popular questions are addressed below.

No Pass, No Play

Questions about no pass, no play restrictions flourish during the semester break. When creating a school calendar, schools have two options. Option one would end the semester on the last instructional day before the break. The last day of the semester is identified on the school calendar. Students who fail the last grading period of the semester, loose eligibility seven calendar days later. Option two would use the school calendar to identify the end of the semester after the break. Again, the last day of the semester would be identified on the school calendar so that when the semester ends after the break, students would become ineligible seven calendar days later.

Students who regain eligibility at the end of the

grading period, may participate seven calendar days after the last day of the semester. This means that students may gain or lose eligibility during the break or during the moratorium. The school may not manipulate calendar dates and must consistently apply the adopted calendar to all students. Holding a student out of competition during the seven-calendar-day grace period, does not allow that student to re-establish eligibility a week earlier. The seven calendar day grace period for eligibility purposes cannot be shortened.

Final Exams

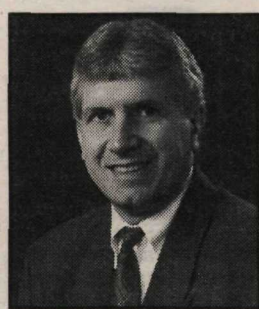
Schools decide if semester exam grades are included as part of the semester grade for eligibility purposes. Either all exams grades are included they are not included. The semester grade may not be manipulated by using exam grade inconstantly between different classes or between different students.

Contests per week

Calendar week limitations during the semester break do not change. Students are limited to two competitions during the calendar week. Although the school week limitation is not appropriate, all other limitations of tournaments and competition and play are in order.

Next topic: football playoffs – again

When the BCS was introduced as a system to crown a national champion in college football an Aggie fan thought the plan was named after his Brazos Valley locale. Finally he learned the NCAA was talking Bowl Championship Series and not Bryan-College Station. Most Aggies believe their world revolves around B-CS. Either Bryan-College Station or the Bowl Championship Series.



Charles Breithaupt
Athletic Director

In fairness to our Aggie friends the Bowl Championship Series is a complicated system. Some would say the UIL system for crowning state champions in high school football is equally confusing.

Historical perspective

High school football began playing for a championship in 1920 but no records were kept until the following year. During the period 1922-25 there were A and B conferences but they merged at the state playoff level. In 1925, conference A alone played to the state, with B concluding at the bi-district level.

Conference B moved up to regional status in 1928, after which the sport remained fairly stable until 1939, when the whole system was revamped. In 1939, the League established conferences 2A, A and B. Conference AA played to a state championship, conference A to regional and conference B to bi-district. Conference B moved up to a regional championship in 1946.

Two distinct changes were made in the 1948 season. The City Conference, embracing all the big city schools, was formed as a separate conference, taking several teams out of conference 2A. Conference A created a state champion for the first time.

In 1951 the City Conference gave way to the present system of five conferences. In 1980 conference B was referred to as conference A, conference A as 2A, etc., keeping the same five conference alignment. However, in 1982 six-man football schools played to their first UIL state championship.

In 1982 two teams advanced to the playoffs for the first time, with participants competing for one state championship. In 1991 three teams advanced to the playoffs in conference 5A. Champions were crowned in a big-school division and a small-school division. Sixty four teams participated in the big-school division and 32 teams in the small-school division. The following year the format was changed to division I and division II with the largest schools in each district competing in a 32-team championship bracket. The remaining schools participated in a 64-team bracket.

In 1996 4A schools competed with the same

division I and division II format as the 5A schools. The 1998 season will be the first year for three teams to the playoffs and two division champions in conferences 2A and 3A.

Obviously the saga doesn't end there. The following three plans will be presented in a survey to superintendents in January, a move that may lead to further revisions of the system.

Present system

In the current system in conferences 2A-5A, three teams from each district advance into the playoffs. The school with the largest enrollment among the top three finishers in the district advances into the division I bracket. The remaining two schools match up in the division II bracket with the highest seed from one district playing the lower seed from the corresponding district in the bi-district round. Thus, two champions are crowned in each conference.

The UIL will crown 10 state champions, two in each of the largest four conferences, plus a six-man and 11-man champion in conference A this year. A total of 444 teams qualify for the playoffs in the present format. A six-week playoff bracket involving 455 games will be completed on the third weekend in December.

Odd/even proposal

This proposal would continue to advance three teams per district into the playoffs, crowning two state champions per conference. This plan sends the district champions in odd years to division I and in even years into division II. Therefore, district champions from each district would compete in division I every other year.

ODD NUMBERED YEARS (1999)

Division 1

The district champion in the odd-numbered districts (1,3,5,7, etc.) would play the largest enrolled school who is not the district champion in the corresponding even numbered districts (2,4,6,8, etc.)

Division 2

The district champion in the even-numbered districts (2,4,6,8, etc.) would play the smallest enrolled school who is not the district champion in the corresponding odd numbered district (1,3,5,7, etc.) Remaining schools from corresponding districts would be matched in the other Division II game.

FOR EXAMPLE

District 7

Order of Finish	Enrollment
1. Duncanville	3362
2. De Soto	2012
3. Arlington	2825

District 8

Order of Finish	Enrollment
1. Ellison	3289
2. Temple	2231
3. Waco	2471

Division I playoff

Duncanville vs. Waco

Division II playoff

Ellison vs. Arlington

Temple vs. De Soto

EVEN NUMBERED YEARS (2000)

Division I – even-numbered district champions

Division II – odd-numbered district champions

THSCA proposal

The Texas High School Coaches Association presented a plan to the Legislative Council that would also advance three teams per district into the playoffs. This plan would crown one state champion per conference.

In this format the district champion would receive a bye for the first round, thus eliminating the possibility of two undefeated teams meeting in the first round. The second place team would play the third place team in the corresponding district in the first round.

The district certification date would be one week earlier to complete the seven week playoff bracket. Teams wanting to play a 10-game schedule would have to play their first game at the earliest date during the last weekend in August. A team who plays a 10-game regular season and finishes second or third in district would play 17 games if they advance to the championship game.

This plan could not be implemented until August, 2000 since schools have already established their schedules for the 1999 season. The THSCA plan would advance the same number of teams into the playoffs as the current plan.

Summary

In comparing and contrasting the options on the survey it is imperative to ask some key questions.

Do you believe the district championship is the key ingredient in playoff bracketing? If so, the THSCA plan or the odd/even plan could be the correct selection.

Do you favor one or two champions per conference? If you favor two champions the odd/even plan could be the correct selection. If you favor only one champion per conference, the THSCA plan is the correct selection.

Do you believe the size of the schools in the playoffs is the key ingredient? If so, the current plan is the proper selection.

One final aspect of the survey involves only 5A schools. These schools will be polled to see if they favor four teams in the playoffs rather than three.

This survey will go to the superintendents of each high school. Coaches should discuss this important decision with their superintendent. If a significant number of respondents indicate a need for change a referendum ballot could determine which of the proposals would be implemented.

The survey will go to the superintendents of each high school in January. Coaches should discuss this important decision with their superintendent. If a significant number of respondents indicate a need for change a referendum ballot could determine which of the proposals would be implemented.

HOLIDAY • continued from page 8

Travel

Even though schools cannot compete during the moratorium traveling to or from a competition during this period may be unavoidable. Students may travel on the evening prior to a morning competition, even if the travel day is during the dead period. When a school plays an evening contest and must spend the night after the competition, that school travel home during the morning of the "dead period." Caution is given to any school who must use the "dead period" for travel.

Alumni

When alumni or other non-student athletes come to the school and want to work out with the school team, coaches should be leery. Outside participation with or against a school team could be viewed as a violation. Scrimmages or games should be on the schedule and therefore must be counted on the record. Organized participation with outside teams would be considered a game or scrimmage. This in no way restricts schools from offering open gym to the student body or the community. When teams are organized for playing purposes and

games or competition are not pick-up or based on a first-come, first-serve basis, the school could be jeopardizing its athletes, or the schools reputation.

Team dead period

When teams within the same school block out a dead period, another program in the same school isn't forced to block the same days. For example, the girls basketball program and the boys program may have different days blocked out. Or the soccer program and the swim team may have different days blocked

out. School coaches are responsible to see to it that when they are having practice, that only their athletes are participating in organized practices.

Whether the dead period is a time of rest, or an interruption in the season, schools feel that a minimum five days of rest including the 24,25 and 26th of December is adequate. Parents can make family plans, and coaches can take time to reflect and prepare. The dead period is the best time to give a coach, athlete and team, a chance to rest and find new life.

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 sweepstakes.

LOCAL ELIGIBILITY RULES

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

OPTIONAL ATTENDANCE ZONE

With regard to Section 353 and 440: A school board may create an optional attendance zone to facilitate the opening of a new high school by adopting the following language: Students who participate in extracurricular activities

who will not have the opportunity to compete for varsity district honors at the new high school have the option to attend the high school they would have attended if the new school had not been created or to attend the new school. The student would be eligible at the school they first select. If the student subsequently changes to another school within that district they are not eligible for varsity athletic competition until they have been enrolled in and regularly attended that school for at least the previous year.

WAIVER

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

APPEALS

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

MAGNET SCHOOLS

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

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

ARLINGTON HEIGHTS HS

The State Executive Committee issued a public reprimand to Mr. Ed Koester, head football coach at Arlington Heights High School, put him on probation through Nov. 11, 1999, and suspended him from the playoff 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.

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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 wrapping the extra Thanksgiving turkey. The *Leaguer* contains vital information regarding UIL activities. Please distribute these to coaches and sponsors of all UIL activities, and ask them to share their copy. Recommended distribution includes the following.

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