

Leaguer



Photo by John McConnico



Photo by Joey Lin.

Elation and exhaustion

Jennifer Orr (left) of Austin High hugs her boyfriend, Chris Berend, after her team won the 5A state volleyball championship and she picked up the Most Valuable Player award. Above, Gonzales Apache boys track coaches carry off Brian Klein after he injured his foot during the 3A race. Klein finished seventh.

Bringing a different perspective: First woman Council chairperson says she is looking forward to addressing extracurricular challenges

By PETER CONTRERAS
Director of Public Information

Jill Shugart, superintendent of the Garland Independent School District, seems to have done it all in the field of education: teacher, assistant high school principal, director of communications, assistant superintendent, superintendent and University Interscholastic League (UIL) Legislative Council member.

While the task of being one of the 24-member Legislative Council is not new, the responsibility of leading the group of education leaders is.

It is a task Shugart welcomes with open arms.

Beginning her fourth year on the Legislative Council, Shugart was elected as chairperson of the Council in Austin, October 20 during the conclusion of its 52nd annual meeting.

Shugart is the first woman to be chosen as chair of the Legislative Council. It's a selection that does not necessarily faze her as she and Yvonne Katz, superintendent of the San Antonio Harlandale Independent School District, were the

first females named to the Legislative Council in 1989.

"I would hope that (gender) was never really an issue," Shugart said. "I hope it was not a factor in the selection." Since nominees were solicited and voted on by Legislative Council members, apparently not.

Larry Butler, superintendent of the Spearman ISD and past Legislative Council chair, said gender was not a factor.

"I think she will do a super job," Butler said. "I think every member of the Legislative Council understands the nagging questions from year to year and I think she'll offer great insight."

Shugart said women in education administration have a different perspective from their male counterparts.

"The fact that women in upper education today probably took a different route to get there, that in itself gives us a different perspective," she said. "I think that you'll find female administrators have a heavy emphasis on curriculum and are older. That also gives us a different perspective."

Shugart, 52, has been well schooled to lead the UIL body that is entrusted with making and/or changing the organization's rules and policies.

A graduate of Garland High School in 1958, Shugart received a bachelors degree from Baylor University in 1962 before accepting a teaching job at Sam Houston Junior High School in the Garland ISD later that year. She spent the following eight years at Garland High School while completing a masters degree in 1972 from Texas Women's University.

In 1976, Shugart moved into administration with her appointment as assistant principal at North Garland High School. Three years later, in August of 1979, she was named director of communications for the Garland ISD.

After a one-year stint at Texas Women's University in 1981, Shugart returned to public education as assistant superintendent for educational operations in 1982 for the same school district she had spent a great deal of her life studying and working for. In 1985, Shugart was named superintendent.

Along the way, Shugart earned a doctorate degree in education from Texas Women's University in 1980.

Shugart said she expects extra-curricular activities to be attacked by the general public and state legislators, and she said she hopes to address those issues in her one-year term.

"Funding for extra-curricular activities is going to continue to be a problem until the state legislature addresses the issue of school finance," Shugart said.

Other areas of concern for the Legislative Council will be sportsmanship and equity in girls' athletics.

She added that she is looking forward to the challenge of addressing these issues.

"I think every experience you have gives you a great advantage at looking at things differently," she said. "The 17 years at the high school level is a benefit in working with the UIL. I also had 13 years as coordinator of student activities, and I think that will help also. While I was not "coaching" either athletic or academic contests, I was and am today a big advocate of extra-curricular activities."

Democracy in action

Strength of organization rests in its process for change

Quite frequently school officials and League administrators find themselves in a conflict situation when UIL rules are enforced at the local level.

Parents and supporters of the teams and competing groups usually become quite upset when it is determined an ineligible student has been playing on a team and the team will have to forfeit games that will eliminate it from the playoffs. Normally when this occurs someone has made an error in checking the eligibility or the student did not disclose complete information.

In this situation the parents, fans and students seldom understand why they have to forfeit. They usually want to blame someone and quite frequently it is the rule or the organization. School administrators and personnel endure great pressure when enforcing this action.

Another instance where school administrators find themselves in a dilemma is when there is a student who is ineligible according to a rule, but the administrator does not agree with the rule.

In all such instances school administrators can be supportive of the rules and the penalties which they help develop through their participation in the UIL legislative process. In these cases the best approach is: "We vote on these rules through a democratic process and have means for input to change them. We therefore will enforce the rule regardless whether we totally agree with the rule because we believe in the democratic process."

This stance won't always stop the parents or fans from pursuing a change outside the UIL legislative and judicial processes, but it will help deter such action. This position is one that all of us should be able to defend.

UIL administrative staff members encounter these same conflicts. When staff members are questioned they are obligated to espouse the rationale for the rule, as well as to support the League's democratic process, regardless whether they agree with the rule or not. They are also



Bailey Marshall

obligated to be cordial while holding firm in the defense of the rule and the system.

Even though we school administrators and UIL administrators defend the rules, we should work for changes in the rules in instances where we see they can be improved for the betterment of the total educational system. This, however, does not excuse us from our obligation of defending and enforcing current rules.

We, as Americans, believe in a democratic process; we believe in trying to change our laws and regulations through the processes available to us; but we also believe in enforcing the laws and regulations we have. When there is disobedience to state and federal laws, the states and the nation suffer. This is true in the UIL as well.

Our acceptance of enforcement of penalties for rules violation and the constant evaluation of our rules are the primary reasons the UIL continues to be a strong organization.

BENEFITS OF LEAGUE ACTIVITIES

What benefits do interscholastic activities programs provide?

Certainly as a school-sponsored program, the program should be expected to educate. One activity might teach blocking and tackling skills, another might teach dribbling and shooting skills, another might teach throwing and batting skills, and still another might teach marching and drumming skills; but all the activities provide education in some specific physical and/or mental skills.

The emphasis might be strength in one course,

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agility in another, endurance in another, rhythm in another, breath control in another, articulation in another; but there is physical and/or mental development in all.

The interscholastic activities program provides for emotional development. The arena of participation is a laboratory where students learn practical application of their skills. Specifically, students learn poise, self-control, team work, and grace in both winning and losing.

But students are not the sole beneficiaries of the interscholastic program. The program performs

certain functions for the school, the surrounding community, and even society as a whole.

The program provides a rallying point for students and school faculty of different skin colors, economic backgrounds, and personal interests. It is a place for them to come together and pull together.

The program is a magnet for drawing the whole community to support educational needs in the community. It is a glue to hold the community and school together during the controversies of strikes, referenda, and court orders.

Leaguer

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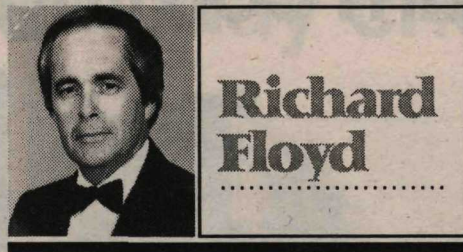
The top 25 most frequently performed works

Programming is sure to be a topic of conversation whenever and wherever directors gather. We all have a curiosity about music selection and rightfully so. Repertoire is the very core of our subject matter and course content. Think about it. How many times have you been asked the question, "What are you working on?" Or, "What will you play at contest this spring?" Probably often. Especially during this past year when interest in the new *Prescribed Music List* was so keen. Everyone was eager to become familiar with the new music on the list and determine which selections had merit for their own programs.

Perhaps nowhere was this topic of conversation more prevalent than in the case of the Grade I-II-III Band Lists. It is no secret that there was much dialogue concerning the changes recommended by the PML Music Selection Committee in these categories. Now that the PML has been in use for one year, it might be of interest to look at the frequency with which selections on these three lists were performed.

The top 25 most frequently performed works, in order of frequency, on Grade I were as follows:

- McGinty-Sea Song Trilogy
- Del Borgo-Modal Song and Dance
- Himes-Caprice
- Edmondson-Glen Canyon Overture
- Nowak-Spring Song
- Kinyon-Air and Dance
- Margolis-Two Minute Symphony
- O'Reilly-Idyllwild Fantasy
- O'Reilly-Modal Overture
- Billings/Osterling-Chester
- Edmondson-Song for Winds



Richard Floyd
.....

- Sheldon-Crest of Nobility
- Kinyon-Shenandoah Valley
- Margolis-Fanfare, Ode, and Festival (play two movements)
- Osborne-Connemara Sketches (play two contrasting movements)
- Kinyon-Chanson
- Gingery-Korean Folk Song
- Curnow-Rhapsody on a Korean Folk Rhapsody
- Gingery (arr)-Two Russian Folk Songs
- Barrett/Gordon-Suite Britannia
- Erickson-Air for Band
- Swearingen-Reflections
- Erickson-Two Norwegian Folk Dances
- Grundman-Kentucky 1800
- Smith-Chorale Prelude: All Things Bright and Beautiful

Of these 25 there are 11 titles that are new to the list. Interestingly, there were only four works on the Grade I lists that were not performed at all. Of these only 1 was a new work.

The top 25 most frequently performed works, in order of frequency, on Grade II were as follows:

- Swearingen-Blue Ridge Saga

- Himes-Creed
- Ticheli-Portrait of a Clown
- Williams-Greenwillow Portrait
- Kabalevsky/Siekman-Suite in Minor Mode
- Barker-An Irish Interlude
- Spinney-The Battle of Jericho
- Gordon/Allen-They Led My Lord Away
- Barnes-Yorkshire Ballad
- Barnes-Westridge Overture
- Stuart-A Hymn for Band
- Kinyon-Blue Ridge Rhapsody
- Susato/Margolis-The Battle Pavane
- Osborne-Connemara Sketches
- Broege-The Headless Horseman
- Andrews-Chanteys
- Broege-Sinfonia VI (play movement 4, plus one other)
- Osmon-Hebrew Folk Song Suite
- Smith-Variations on an English Folk Song
- Jones-Interlochen Variations
- Erickson-Aria Cantabile
- Raffy/Rhoads-A Brief Encounter
- Stuart-Three Ayres From Gloucester (play two contrasting movements)
- Warlock/Longfeld-Capriol Suite
- Margolis-Fanfare, Ode and Festival

Of these 25 works there were 15 new titles. In other words nearly two thirds of the most frequently programmed works on Grade II were new to this list. In fact, the top five most performed works were new. Frequency of performance ranged from 143 times for Blue Ridge Saga to 49 performances of Suite in Minor Mode. The survey also showed that there were 13 compositions not performed at all.

Of these, only four were new.

The top 25 most frequently performed works, in order of frequency, on Grade III were as follows:

- Holsinger-On a Hymnsong of Philip Bliss
- Barker (arr)-Dier in De
- Sheldon-Fall River Overture
- Barnes-Heatherwood Portrait
- LaPlante-Prospect
- Root-Polly Oliver
- Carter-Overture for Winds
- Cacavas-Overture: Bisham Grange
- Sheldon-A Bayside Portrait
- Sheldon-Visions of Flight
- Custer-Variations on Scarborough Fair
- Ticheli-Cajun Folk Songs
- Sheldon-Southwest Saga
- Stuart-Three Ayres from Gloucester
- Sudduth-Serenade and Dances
- Holmes-Amazing Grace
- Ticheli-Fortress
- Bach/Moehlmann-Prelude and Fugue in B^b Major
- Broege-Sinfonia VI
- Gillis/Bainum-Spiritual from Symphony No. 51/2
- Shaffer-Whitewater Festival
- Sudduth-Blanco Canyon Sketches
- Verdi/Falcone-Prelude to Act I from La Traviata
- Dello Joio-Satiric Dances (play one movement)
- Arnold/Paynter-Prelude, Siciliano and Rondo (play Siciliano and Rondo)

• Turn to TOP 25, page 6

Arts play key role in retaining at-risk secondary students

By SCOTT SHULER
Music Consultant
Connecticut State Department of Education

"Unfortunately, most discussions surrounding at-risk students focus on remedying deficiencies in "basic skills," often defined narrowly as English literacy and the ability to perform mathematical computations. However, music and the other arts play an important part in reaching and retaining at-risk secondary students."

"Practicing any musical instrument, including the voice, is a highly complex cognitive, psychomotor process that demands students remain focused and strive toward quality standards that exceed those in most other classes. Practicing brings together prior learning, small and large motor coordination, voluntary control over involuntary processes such as breathing, reading an abstract musical symbol system, and constant self-monitoring through touch, sight, and hearing—all tuned to the task of expressing feeling. Students must solve these complex technical and musical problems by critically analyzing their own performance and repeating passages until—through successive approximation—they meet a performance standard that rises each year."

"The importance of music education extends beyond its role in developing well-rounded, culturally literate individuals. Music provides an important vehicle for addressing the needs of at-risk students."

Brownfield, Spring capture state marching band titles

The wait for the results was a bit longer than normal, but Spring High School and Brownfield High School probably don't appear to mind as each captured state titles at the 1992 UIL State Marching Band contest last month in Austin.

The Spring High School Band, directed by Bill Watson, won the Conference 5A title for the first time while Brownfield under the capable leadership of Bill Surface continues to be one of the state's premier Conference 3A bands with the state crown.

In the second year of an alternating format, only Conference 5A and 3A schools competed for state honors this year.

Spring Westfield in Conference 5A, of the same school district as Spring, finished second while Pearland was third, Duncanville fourth and Fort Worth Haltom was fifth.

Other schools competing in Conference 5A were Weslaco, San Antonio MacArthur, Plano, Baytown Sterling, Midland Lee, The Colony, Edinburg, Odessa, San Antonio Churchill, Houston Clear Lake and San Antonio MacArthur.

Robinson earned second place honors in Conference 3A. Denver City finished third, Fredericksburg fourth and Pearsall fifth. Other schools competing were Llano, Pleasant Grove, Southlake Carroll, Sour Lake Hardin-Jefferson, Dripping Springs, Port Isabel, Gonzales, Atlanta, Sweeny and Kirbyville.

Many directors offered favorable comments concerning this year's event. One director complimented the contest by saying, "I think the contest was run very well. A credit to all who



REED MY LIPS. The clarinet section of the Gonzales High School Apache band take the field along with the rest of the band during the state competition at Memorial Stadium. Photo by John McConico.

worked and contributed."

Another spoke favorably about the make up of the judging panels when he said, "I definitely liked the heavy Texas high school band director emphasis in this year's panels."

A perennial participant added, "We were thrilled to be in the final five again and appreciate (the UIL's) efforts to continue to change the contest format to be pertinent to contemporary styles and techniques. It has come along way since 1979!"

Another director singled out his monitor for praise, "Our monitor was super. She was very helpful and efficient. She even found a sewing kit to patch one of our flags during warm-up!"

Richard Floyd, UIL State Director of Music

said this was the best and most consistent State Marching Band Contest that the UIL have hosted.

"These is no question that the judging was greatly enhanced by the large number of Texas band directors on the two judging panels," Floyd said. "They understood the priorities we hold for marching bands in Texas and they judged accordingly."

"The alternating year format is the primary reason that we can now use more of our own directors as judges at the state level. Even though we were pleased with this year's contest we will continue to work to improve every aspect of the event so that it will be commensurate with the high quality of marching bands that exist in our state."

TETA convention program coming together

You should receive Texas Theatre Notes and the OAP enrollment mailing shortly, if you haven't already. The TENTATIVE, I repeat, tentative program for the 43rd Annual Convention of the Texas Educational Theatre Association, Inc. was sent to members, theatre teachers, K-College and everybody that asked for information. The convention will be held at the Hyatt Regency in downtown Houston, January 27-31, 1993.

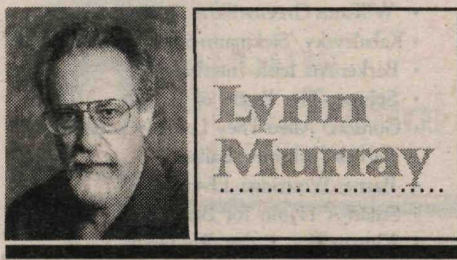
The emphasis on tentative is because of numerous additions being made. Over thirty events have been added and several special guests have joined the Theatrefest list since 12/4/92. The growing list includes Carlene Watkins, G.W. Bailey, Powers Boothe, George Herman, Robert Cohen, Kenneth Holditch, Cliff Osmond, Anita Jesse, Lane Riosley, Kelly Nakahora, and Fred Curchack.

The tentative program included performances, but did not name Troupe Texas, The Children's Theatre of Bulgaria, Maestro Theatre, or other performance groups from our own membership. I should note that you will not want to miss Metro Theatre Company's Friday performances of "The Yellow Boat." Noted professionals associated with "The Yellow Boat" project will also be involved in workshops. The workshop listed on Friday at 8:30 a.m. that includes "Yellow Boat" playwright David Saar; Dramaturg and noted playwright Suzan Zeder and director-movement specialist Jim Hancock has been rescheduled for Saturday morning. The Friday workshop will be handled by Metro Producing Director Carol North Evans and Marketing Director Kitty Daly.

If you don't recognize some of the names above, here are a few clues. Carlene Watkins stars as Kaye McKay in Bob Newhart's new comedy series. Carlene was scheduled as a special guest in 1990, but family illness prevented her from participating. She graduated from Cy-Fair High School, where her father retired in 1989 as principal after 38 years. She enrolled at the University of Texas at Austin where she completed a BFA in Acting. She then toured the country with Mickey Rooney for two years in "Three Goats and a Blanket." Watkins recently starred in the Paramount television series "Dear John," appearing in a recurring role as Kirk's ex-wife Wendy. She was also a regular on such series as "The Tortellis," "Mary," "It's Not Easy" and "Best of the West." Her extensive credits include "Hotel," "Magnum, P.I.," "Taxi," "Columbo," "Remington Steele," "Rockford Files," "Bionic Woman," and "Quincy."

George Herman, author of one of the most produced plays in UIL history, "A Company of Wayward Saints," has spent his life contributing to the theatre as a playwright (over 100 plays), composer (over 300 songs and scores for 28 musicals), professional actor (stage and screen), director (stage, TV, stock, film, radio), drama critic for newspapers and magazines, and teacher from elementary through graduate level. His latest achievement is a novel, *Carnival of Saints*, based on the Commedia Dell'arte, being published by Ballantine Books in May 1993.

W. Kenneth Holditch is a research professor of English at the University of New Orleans, where he has taught for twenty-eight years. Holditch has published poems, short stories, and a variety of critical and personal essays, including studies of Faulkner, Tennessee Williams, Lillian Hellman, George Washington Cable, John Kennedy Toole, Dorothy Parker, and Marjorie Kinnan Rawlings.



Holditch was a founder of the Tennessee Williams/New Orleans Literary Festival, and for the first five years of the organization's existence, he planned the programs, appeared on several panels, and moderated many others. He is also an advisor on the newly organized Tennessee Williams in the Delta Festival, which will debut in October 1993.

I don't see any reason to repeat the credits of G.W. Bailey, Powers Boothe, or Cliff Osmond. Look at the '92 TETA convention program, re-read the November '92 Leaguer, go to the movies or turn on a TV. Most of you know their new credits better than I do. You may not recognize Nakahora but "M*A*S*H" fans will know her as "Nurse Kelly."

Robert Cohen is Professor of Drama at the University of California at Irvine. A stage director by training (Yale DFA), his professional productions during the past ten years include "Much Ado About Nothing," "King Lear," "A Midsummer Night's Dream," "Macbeth," "Antony and Cleopatra," and "A Winter's Tale" at the Colorado and Utah Shakespeare Festivals, and a nine-hour compilation of seventeen medieval cycle plays, collectively entitled "The Plaie Called Corpus Christi." Cohen's several books include *Acting in Shakespeare*, *Acting Power*, *Acting One*, *Acting Professionally*, *Theatre*, *Creative Play Direction* (with John Harrop), *Giraudoux: Three Faces of Destiny*, and two edited play anthologies. Cohen also writes the annual "Year in Drama" essay for *Contemporary Literary Criticism*, reviewing 20 to 30 distinctive new plays on and off Broadway each year, and serves as the current Los Angeles/San Diego drama critic for the London-based *Plays International*.

Anita Jesse has been acting and teaching acting for film, television, and stage in Los Angeles since 1977. She holds an MFA in Dramatic Production from UT-Austin. Her new book, *Let the Part Play You*, is being used by actors in classes in Los Angeles as well as Texas and North Carolina. Anita is an award-winning actress including Best Actress, 1982 from the Christian Film Distributors' Association.

Lane Riosley is a playwright for stage, television, and educational children's theatre. She is a 1991 Stevens Award winner from the President's Committee on Arts and Humanities.

The Metro Theatre Company will begin their two-year national tour of "The Yellow Boat" with TETA in Houston. There is a Scandinavian folk song that tells of three little boats. "One was blue, one was red, and was yellow as the sun. They sailed far out to sea. The blue one returned to the harbor. The red one sailed home too. But the yellow one sailed up to the sun."

"The Yellow Boat" is based on the true story of David and Sonja Saar's son Benjamin, who was born with congenital hemophilia and died in 1987 at the age of 8 of AIDS-related complications. A uniquely gifted visual artist, Benjamin's buoyant imagination transformed his physical and emotional pain into a blaze of colors and shapes in his fanciful drawings and paintings. The story of "The Yellow Boat" is a glorious affirmation of one child's



CARLENE WATKINS

life, and the strength and courage of all children.

"The Yellow Boat" is a joint project of Childsplay of Tempe, Arizona, Metro Theatre Company of St. Louis and the University of Texas at Austin Department of Theatre and Dance. Childsplay founder and artistic director David Saar is the playwright; Jim Hancock, UT-Austin's movement/acting specialist is directing this production and Suzan Zeder, a nationally acclaimed playwright who holds an endowed chair in playwriting and theatre for young audiences at UT-Austin, is the dramaturg.

The development of "The Yellow Boat" was made possible and funded by many sources: the two companies and UT-Austin as noted above, the Winifred Ward Memorial Fund, The National Endowment for the Arts, The Kennedy Center, and the local and state arts agencies that support both Metro and Childsplay. I'm sure I missed a few, but it should be easy to see that this project has been widely supported and TETA is honored to support the first tour performances of this amazing story. "The Yellow Boat" resonates with humor, truth, and inspiration for children and adults. Seeing one of the two Friday, January 29 performances should be a must for all of us that believe in the triumph of the human spirit.

In addition to Metro, several of our own Texas theatre companies will provide performances. Some are not listed in the tentative program. The Thursday TETA-AO/UIL Critic Judges' Workshop, open to all registered for convention, will feature theatre companies from Kingwood High School with scenes from "Daddy's Dyin' (Who's Got the Will)," directed by Laura Parker, Barbers Hill High School with scenes from "The Rimers of Eldritch," directed by Travis Poe, and Katy-Taylor High School with scenes from "You Can't Take It With You," directed by Rachel Mattox.

In addition to these workshop productions, convention goers will have the opportunity to see the work of two relatively new Texas companies, both based in Austin. Troupe Texas has played in a variety of spaces, theatre and otherwise in Austin, that range from housing projects, adult day care centers, parks, and nursing centers to Capital City Playhouse. They won numerous awards at the Golden Age Drama Festival, sponsored by the National Parks Service and the cities of El Paso and Ciudad Juarez, Mexico. Their first production, "The Incomparable Dona Ana," also played at the 1991 Texas Hispanic Theatre Festival.



GEORGE HERMAN

Troupe Texas will perform Wednesday evening as the TETA convention opens with "Gallop and Gaslight."

Maestro Theatre, directed by UIL State Meet winning director Ric Garcia, will also be at TETA with a new work entitled "Image," a story that traces the history of the American actor. Maestro began during the summer of 1991 with an impressive production of "To Gillian on Her 37th Birthday," that featured high school teachers. The practice continued with sold out performances of "A Delicate Balance" at Austin's Dougherty Arts Center and followed with Garcia's own revival of "Cu Cuy, The Mexican Boogey Man." "Image" will be Maestro's first attempt at playing outside the summer season.

I would like to tell you that the TETA program has been finalized but that is fantasy in December and only partial reality in January. Your best bet is to arrive Wednesday night and review the printed program and corrections very carefully. If you failed to get convention registration materials, you can contact Marilyn Miller, 713/897-4258 or me, 512/471-5883 or 4517. Exhibit information must be obtained from Jan Jones, 903/531-3955 or home 903/561-3736. There is still institutional and commercial exhibit space available, but program copy deadlines necessitate immediate contact with Jan.

I am saddened to report the death of Dr. Curtis L. "Pat" Pope, Tuesday, October 27. Pat was a major figure in East Texas theatre education and a dynamic teacher that served hundreds of theatre students at East Texas State University, and a great number of us that did not attend that school.

I look upon Pat as a teacher and mentor from my days in high school. Pat Pope served as a critic judge at some level each year I participated in OAP. Through junior college and UT-Austin he was always available to share his knowledge and to support my efforts. He continued to share his wealth of knowledge as a colleague and critic judge long after his retirement. His 1984 TETA Founder's Award was minimal recognition of his many years of service.

A scholarship in honor of Pat Pope has been established at ETSU and details of that effort can be obtained from, or memorial scholarship contributions can be sent to John Hanners, Head, Department of Communication and Theatre, ETSU, ET Station, Commerce, Texas, 75429.

You may call Dr. Hanners at 903/886-5346.

Optimism, holiday cheer and name-dropping

Many years ago in this column, I made a slightly irreverent – not cynical, not sarcastic, not even snide – merely irreverent comment about the Texas legislature and thought nothing about it. It was the early 1980s, and the Legislature was passing all those educational reforms that have brought us so far. I'm sure that whatever I wrote was positively sweet, compared to what others were saying and writing.

Two or three days after that issue of the Leaguer was published, someone – they didn't tell me who – decided that it just wouldn't do, and the 32,000 or so issues of the Leaguer must be destroyed before a copy found its way into the hands of some thin-skinned public servant who had the power to pull the plug on the Permanent University Fund, or whatever that gold mine out in West Texas is called that keeps UT in the black.

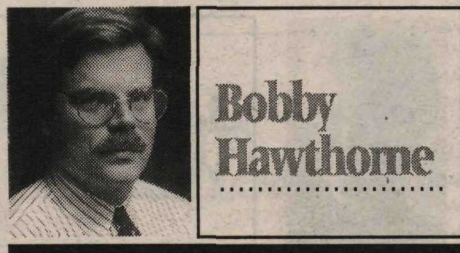
Very strange, I thought. I just couldn't imagine senators and representatives stamping up and down the halls of the State capital, reading my column, belching cigar smoke and bellowing, "That's it. Send all the money to A&M."

But I learned my lesson, nonetheless.

Over the years, I've offended a few people – sometimes on purpose, sometimes quite by accident – but I've gone out of my way to write nothing derogatory about elected public officials. That has been my goal, and I'm not going to let something as insignificant as the cessation of public education in the state change that.

But let me tell you, I'm getting a little worried that this funding dilemma could cause us a few problems in terms of the ILPC summer workshop, given that the courts are playing a game of double-dog dare you with the Legislature. I've already contracted 10 or 15 of the finest journalism instructors in America to teach here this summer, and I'll be as embarrassed as heck to have to tell them that I'm having to let them go because Texas plans to sit out the 1993-94 educational season.

And then there are the purely personal and selfish reasons. My wife and I have three kids around the house who are currently enrolled in public schools, and we'd like to see them stay there until they're old enough to drive themselves the best colleges they can afford. I remember how thrilled I was the first day of class this fall, knowing that they'd be out of the house, six or seven hours



each day, five days a week, most weeks.

Now it looks like it could be just like summer, all year round, and while that may not rile some folks with kids old enough to drop off at the mall, my daughter is only in the third grade so I'm at least one year away from having the mall as a babysitter.

And then, in this season of caring, we have to think about all of the people around the state who live in cities that don't even have malls. Just what are these people going to do? Drop their children off at the Dairy Queen?

Being the eternal optimist, I know that our new Legislature will come to Austin in January, ready to set aside petty political bickering and private agendas in order to resolve this dilemma, which will allow me to return to more pressing items in this column.

Such as:

- Ever wonder why we harp about hiring qualified journalism instructors rather than turning the job of advising the newspaper or yearbook over to English or history teachers? Well, here's a good one: At Greenwood High School in Indiana, three girls opened their yearbook to find that one's teeth were blackened, one's prom picture had armpit hair penciled in, and the third's photo appeared right below a scrawled obscenity.

Five hundred yearbooks were recalled, and all fingers pointed to one of the editors, now a college freshman. The motive was obvious to everyone. "It all has to do with boyfriends," one of the girls explained. "I don't know why she did it. You just have to know her."

It would also be nice to know where the adviser was during all of this.

- Speaking of yearbooks, the deadline for submitting them for rating and individual

achievement awards is long past, which hasn't stopped many from sending them in. If you haven't mailed your book to us and think, "Well shoot, why not?"

Here's why. We'll send it back to you. Unless you've notified us that your book is being will be arriving late, we will not accept more late books. We're out of judges, and we're gearing up for the arrival in February of the newspaper IAAs and ratings.

- In past years, I've made available invitational UIL journalism contests to people desperate enough to ask me for them. They came with no guarantees. Generally, they were written by advisers hosting meets, and mailed to me, so I in turn sent them along to others.

This year, two sets of invitational contests are available from the UIL via the official UIL Invitational Meet Order Form. They cost \$10 each, and must be treated as if national security were at risk. The rules are too Byzantine to mention here, but you can get all the details from your school's UIL coordinator or principal.

- Speaking of UIL, it isn't too early to begin plans for the UIL district meet. Find out who's hosting it. If it isn't you, then contact the journalism contest director and volunteer to help organize the meet, line up judges, bake cookies, whatever. A little intrusiveness now can save you a lot of regret later.

- Finally, I want to end this column – the last one of 1992 – by dropping a few names. Here goes:

- ✓ Congratulations to Dr. Merlin Mann at Abilene Christian University for pulling off a most successful Texas High School Press Association convention. THSPA moved from Texas Women's University in Denton to Abilene, and Dr. Mann convinced those of us who attended the convention that THSPA in competent and caring hands. Great job, Merlin.

- ✓ The Texas Association of Journalism Advisers state convention was the best ever. I don't know about the rest of you, but I'm all for keeping it in San Antonio permanently. Gary Harlow and the rest of the San Antonio advisers deserve all the praise they can get.

- ✓ Perhaps Merlin and Gary will pass along a few secrets to the Dallas area advisers and the

TAJE leadership, who in 1994 will be hosting the Journalism Education Association/National Scholastic Press Association national fall convention. Randy Vonderheid of North Garland High School will be the convention director. Susan Komandosky of Round Rock, who'll begin her two-year TAJE presidency this spring, traveled to Columbus, Ohio for this year's JEA/NSPA convention, to chat with survivors of earlier conventions.

- ✓ Many of you probably remember John Moore, the University of Texas student whose photographs were an important part of the Leaguer for many years. John was recently transferred from Nicaragua, where he's been the past year, to Somalia. John expects to be appointed the AP photographer for Central Africa, working out of a bureau in either Kenya or South Africa.

- ✓ We extend our sympathies to Jan Ray Stalder, whose husband, Dennis, died recently after a brief illness. Jan advised the Beacon at Copperas Cove High School, one of the state's truly remarkable student newspapers. When she decided to retire from advising a few years ago, Dennis took over the job, and the quality of the publication slipped not a bit.

Dennis was a superb educator and a good friend. We mourn his death, and our thoughts are with Jan.

- ✓ On a more upbeat note, the Copperas Cove advising has been taken by Jeanne Acton, a young woman from Duncanville whom I first met at the Dallas County workshop. She was a sophomore and would become part of perhaps the most talented staff of young journalists I've known. Over the next two years, the Panther Prints won two Tops in Texas awards, and Jeanne earned a slew of individual honors. She then came to UT-Austin, where she ran *The Daily Texan* for a few years.

Over the years, Jeanne taught classes here and there for ILPC, and I said that she'd be a fabulous teacher, if she ever decided to go in that direction. I'm thrilled to see it come about.

- ✓ Thanks to Ruth Pate at Sam Houston State University, Freda McVay at Texas Tech and Dr. Richard Wells at the University of North Texas for their assistance at the UIL SuperConferences this fall.

- ✓ Happy holidays.

'Strongest ever' set of convention speakers lined up

Eight of the nation's premier scholastic journalism specialists will come to Texas April 17-18 for the 66th ILPC state convention at the University of Texas at Austin.

"This year's slate of out-of-state speakers is the strongest we have ever put together," Bobby Hawthorne, ILPC director, said. "There will not be a better student journalism convention in America – state or national – than the ILPC convention this spring."

Out of state speakers will include:

- ✓ NICK FERENTINOS teaches English and journalism at Homestead High School in Cupertino, California. Since 1976, he has been adviser to the *Epitaph*, a nationally-recognized student newspaper. The publication is a charter member of the National Scholastic Press Association's Hall of Fame, and has earned several Pacemakers from NSPA and Gold Crowns from CSPA. Ferentinos holds the Gold Key from CSPA and in 1988 was named a special recogni-

tion adviser for his contribution to scholastic journalism by the Dow Jones Newspaper Fund. He is president of the Columbia Scholastic Press Advisers Association.

- ✓ KATHY DALY has advised yearbooks for 16 years. She currently teaches at Overland High School, Aurora, CO. Overland's yearbook, *Trail*, won Gold and Silver Crowns from CSPA, a National Pacemaker from NSPA and the All-Colo-radan award from the Colorado High School Press Association. Daly has taught at workshops and conventions across the country.

- ✓ PAUL ENDER is a Pacemaker and Gold Crown yearbook adviser from Independence High School in San Jose, California. He has advised yearbooks for 18 years and has taught in workshops nationwide. Ender's students have won top staff and individual awards from NSPA, CSPA and in state and local competitions.

- ✓ JIM JORDAN has been yearbook adviser at Del Campo High School in Fair Oaks, California

for ten years. His books have won both NSPA Pacemaker and CSPA Gold Crown awards. He has written a manual for training yearbook staffs in desktop publishing and spends his summers traveling around the country training both students and advisers. Jordan also judges yearbooks for ILPC.

- ✓ JACK KENNEDY is a 16-year adviser who works with newspaper, yearbook, literary magazine and video at City High School in Iowa City, Iowa. The *Red & White* yearbook has been an All-American the past four years. The *Little Hawk* newsmagazine has won three National Pacemakers in the past six years, and NSPA/JEA national convention Best of Show three of the past four years. Kennedy has won the CSPA Gold Key, has been named a Distinguished Adviser by Dow Jones Newspaper Fund, has been named a University of Iowa Distinguished Teacher, and was one of five finalists for Iowa Teacher of the Year. He is also president of the Iowa High School Press Association and is JEA Curriculum Commissioner.

- ✓ DAVID KNIGHT is Public Information Director for Lancaster County School District. He advised the newspaper at Spring Valley High School in Columbia, S.C., which won Best in State for three years, the Sweepstakes Award for most individual contest winners six of those seven years, and numerous awards for regional and national associations. He has also advised the *Spring Valley* literary-arts magazine, which won state and national awards. Knight directs the newspaper sequence of the Gloria Shields All-American Publications Workshop in Dallas and is a member of the University of South Carolina publications workshop staff. He has taught workshops and spoken at conventions nationwide.

- ✓ J.F. PASCHAL, Professor Emeritus of Journalism and Mass Communications at the University of Oklahoma, has recently retired from

Please turn to ILPC CONVENTION, page 6

INVITATIONAL MEETS

- January 8-9, 1993 - Speech/Debate Invitational Meet, Kerrville Chamber of Commerce. Contact: Dr. Lawrence Ray Smith, 512/895-5936.
- January 15-16, 1993 - All UIL Academic Events, Brenham High School. Contact: Theresa Wahmund, 409/836-5611 (Address: 1200 Carlee Dr., Brenham, TX 77833).
- January 23, 1993 - All Literary Events except speech, Gregory-Portland High School. Contact: Mrs. J. Prewit, 512/643-2538.
- January 23, 1993 - All Academic events except speech, Kerrville Chamber of Commerce. Contact: Dr. Lawrence Ray Smith, 512/895-5936.
- January 29-30, 1993 - Speech/Debate Tournament, Barbers Hill High School. Contact: E. Harvey Craig, 713/576-2221, ext. 248.
- February 12-13, 1993 - All Academic Events (Debate on Friday), Temple High School. Contact: Jerry R. Karriker, 817/778-6721.
- February 13, 1993 - Math/Science Events, Bridge City High School. Contact: Faye Parish, 409/735-5516.
- February 13, 1993 - All UIL Events. Test B will be used. Connally HS. Contact: Ima June Newton, 817/799-5565, 1:40 - 2:25; 3:25 - 4:00 p.m.
- February 13, 1993 - UIL Meet - All events except OAP, Speech & Debate, Monahans High School. Contact: Laure Owens, 915/943-2519
- February 12 & 13, 1993 - All Academic & Speech events, A&M Consolidated High School, 701 West Loop South, College Station, TX 77840. Contact: Linda Coats, 409/764-5500.
- February 27, 1993 - UIL Meet - all events except C-X debate, Van Horn High School. Contact: Lewis Rogers, Principal, 915/283-9258.
- February 27, 1993 - Speech invitational tournament, Whitney High School, 3A, 2A, A schools. Contact: Michael Bolen, Box 518, Whitney 76692, 817/694-3457.
- February 27, 1993 - All UIL Academic events except speech, Bishop High School. Contact: Joe Trevino, 512/584-3591, ext. 206.
- February 27, 1993 - All UIL Events, South Grand Prairie High School. Contact: Joe Tecson, 214/264-4731.
- March 6, 1993 - All UIL events except speech, Taft High School. Contact: Jean Wolter, 512/528-2559.

Headaches not required

Hosting a spring meet doesn't have to mean endless problems

Serving as spring meet district director can appear overpowering to even the strong hearted until one has a chance to dissect the responsibilities and identify an enthusiastic and knowledgeable work force. UIL spring meet activities include golf, tennis, track & field, and academic competition including one act play. The task can be simplified by identifying competent people to handle the various events, providing them with the necessary information for hosting an event, and empowering them to make the decisions to run a first class competition.

Where can a district director get assistance in planning and administering a district meet? One place is the 1993 handbook for district directors which is designed to give step by step instructions. Three copies of the new handbook mailed the first week of December. One copy is for the district director, one is for the academic director, and one is to be used to tear apart to give to the various event directors. Since the handbook is designed as a tear-apart document, the appropriate pages can be given to the event directors as soon as they are selected. Providing the information early can save time and concern as well as ensure a well prepared staff of directors.



Janet Wiman

The second place to get help is at a workshop for spring meet district directors and the persons selected to handle the academic competition and the athletic competition. The meeting will be held in Austin on Monday, January 25 from 8:00 to 11:30 am in the Texas Ballroom at the Hyatt Regency Hotel at 208 Barton Springs Road. Coffee will be served beginning at 7:45 am. The UIL staff and experienced district directors will cover everything from planning meets to sending results to regional. Mark your calendars and plan to join us. District directors may invite persons who would benefit from the information.

Spring meet district directors are also members of their region's executive committee. Most regions host a planning meeting sometime in

December or January to which district directors are invited. The meeting agenda usually covers plans for the meet, fee collection procedures, schedules, sites for events and other details that are of interest to district and regional directors.

Items to watch for are the requisitions for C-X Debate and for the academic district meet. The C-X Requisition was mailed in December and should be returned 30 days prior to the date of the debate district competition. The Academic Requisition will be mailed January 4 and should be returned by February 1. If the meet is not held at your school, indicate on the requisition the person and address to which you want the materials shipped. This can save you time and effort.

The UIL district competitions are time consuming for all involved, but students now in college who participated in the program are quick to acknowledge their appreciation of the persons who made these experiences possible for them. Participation in academic competition has more than doubled since 1985, so you must be doing something right; otherwise, these students might have pursued other less meaningful activities. The UIL staff is available to assist you throughout the entire process.

Rubric for CI&E essays modified

By **BOBBY HAWTHORNE**
CI&E Contest Director

In the fall, we published a tentative rubric for evaluating the essay portion of the current issues and events contest. As mentioned before, the essays of the top eight papers in the objective scoring portion of the contest will be graded on a 10-point scale, and the overall individual champion determined by a cumulative score.

There was just one problem. The tentative rubric contained 11 points. After consulting with sponsors attending the student activities superconferences, I amended the tentative rubric. This is the scale that will be used at the district, regional and state meets.

- ✓ Points are awarded accordingly:
 - Does the essay reveal and understanding of the question, particularly by stating an idea as a topic sentence and providing relevant

materials. + 3 points.

- Does the essay analyze or interpret? + 2 points.

- Does the essay provide concrete details and apt quotations rather than generalizations? + 2 points.

- Is the information presented in a logical order? +1

- Is the information presented clearly? +1

- Is punctuation, spelling and grammar correct? +1.

- ✓ Points will be deducted accordingly:

- Is the essay sloppily written and poorly

proofread? - 1 point.

- Does the essay contain unnecessary verbiage, difficult wording, or padding? - 1 point.

- Does the essay editorialize? - 1 point.

We hope this rubric will provide judges a consistent framework from which to quickly and effectively evaluate the essays. There is no one correct way to write, and grading writing can be a very subjective experience. Our intentions is to see that students and sponsors understand what judges expect, both in terms of content and style.

ILPC convention speakers

CONTINUED from page 5

four decades of participation in scholastic journalism activities. A former newspaper and yearbook adviser at Amarillo High School, he has been honored by every major state, regional, and national school press group. Professor Paschal is a former TAJE president, member of ILPC Board of Judges, ILPC Workshop director, Edith Fox King Award recipient, founder of the National Scholastic Journalism Hall of Fame, director emeritus of the Oklahoma Interscholastic Press Association, a Newspaper Fund Adviser recipient, and Honor Lecturer at the AEJMC Secondary Division Portland, Oregon, convention.

✓ RIK McNEILL advises the Paw Print of Countryside High School in Clearwater, Florida, one of the nation's most outstanding high school publications.

The past four years, he has been chairman of the Southern Interscholastic Press Association and recently received the Pioneer Award from NSPA and the Distinguished Adviser Award from

SIPA. He has also served as President of the Pinellas County Journalism Teachers Association, and as District IV Director of the Florida Scholastic Press Association, which named him its District IV Teacher of the Year.

Rik received a \$49,000 grant from the Florida Advisory Council on Environmental Education. As a result of this and other environmental projects, he was selected as 1992 Earth Teacher by Time and Amway for which the school received a \$10,000 award. He is one of nine in the nation and the only non-science teacher afforded this honor. Additionally, he will participate in the United Nations Environment Programme's Global Youth Forum in New York City this summer.

For registration materials and other convention information, contact ILPC, Box 8028, UT Station, Austin, TX 78713-8028 or call 512/471-5883 or 471-5908 (FAX). Registration is \$15 per person.

Schools need not be members of the ILPC in order to attend.

Top 25 music list

CONTINUED from page 3

In this case 10 of the top 25 were new to the list. Again, new music topped the list. The three most frequently performed works were new selections. On a Hymnsong of Philip Bliss by Holsinger was performed 36 times and Dier in De by Barker appeared on 30 UIL Concert Contest programs while Sheldon's Fall River Overture was selected by 29 directors for contest performance.

In the case of the Grade III lists there were 40 works, included 12 new titles, that were not programmed in the spring of 1991. This statistic suggests, based on a one year survey, that approximately one third of the Grade III list was not

performed at contest. If any or all of these same titles continue to remain "on the shelves" during the next three years it is likely that the next PML Revision Committee will want to consider deleting these unprogrammed works from the lists and replace them with selections that might be more frequently performed.

This survey is based on statistics for all middle school and junior high school bands as well as all A/AA/AAA high schools groups. The survey was not extended to include AAAA varsity and AAAAA non varsity organizations that would have had the option to select works on the Grade III lists.

Answers to a few of your most common questions

Once again I'm surprised that Thanksgivings come and gone and another year is just around the corner. Fall is always such a busy time of the year that it just flies by. Like you, I'm looking forward to the holidays and a chance to catch my breath. Since many coaches are well into research and preparation for spring competition, and asking for clarification of rules or about suitability of literature for the new interpretation categories, this column includes responses to a few of the most common questions.

• Will this ... (fill in any number of titles) ... fit Prose Category B? This is the winner for "most frequently asked." The 'Coaches Corner' in this edition discusses this category, but I need to add to Joe's comments. Based on your input, and because the prose and poetry committee wanted to encourage students to explore literature of other nations and cultures, one category in each event requires literature by an author born outside of the United States. To balance this international focus, the requirements for prose Category B included literature which reflects some aspect of American culture. While this will exclude some material, it should not be a difficult requirement to meet.

Not every appropriate selection will include a specific reference to a geographic location in the US. After all, these people weren't writing to meet UIL category requirements! Other elements that can be considered are vocabulary, dialect, slang, idioms, colloquial language, etc. If a character "takes the lift up to her tiny flat" rather than the "elevator up to her apartment", that's a clue! A story about an American nurse serving in England during the war, however, it would be fine. Fashions, traditions, architecture, references to historical or recognizable events, and many other things can establish the necessary American connection.

It's important to remember that American experience is not limited to Anglo-European heritage. The diversity of our culture stems not only from English-speaking ancestry, but from a colorful tapestry of nearly all the world's cultures - Mexican-American, German-American, Italian-American, African-American, and on and on.

What qualifies the experiences of any of these cultures for this category is the uniquely American aspect of their experiences. A story from San Francisco's Chinatown is as American as one from Kansas. New York's Little Italy has a distinctive



Treva Dayton

LINCOLN-DOUGLAS DEBATE

Resolution for January through May Resolved: That mandatory term limitations for federal legislators would be desirable.

Italian flavor, but it's none the less American culture. Don't confuse the word American with English-American.

The bottom line is that your judges will expect to hear selections that fit the category, and you don't want to make them wonder why you chose what you did.

• Can a student perform poetry that he has written? Yes, if the poetry has been published. The interpretation of this office is that "published" means the material is available for sale or distribution to the general public. For instance, poetry submitted to a writing contest and printed in a literary magazine would be acceptable, while poetry printed in a collection of work from writing classes and distributed to students in those classes would not.

Even if a contestant's work has been published, however, doesn't mean it's a good idea to choose it for performance. Part of the purpose of this contest is to challenge students to explore literature of high quality and great merit. Is the literary merit of the piece equal to all the other material you had to choose from? Will your judges think so? Writing and sharing your interpretation of original literature is a wonderful experience, but a contest situation is probably not the most appropriate time to do so.

• Can a student enter both CX and LD debate, since the contests are held at different times? No. See page 177 of the C&CR. Just as you are prohibited from entering both types of interp or extemp, you cannot enter both types of debate.

PRACTICE EXTEMPORANEOUS TOPICS

INFORMATIVE

1. What is the Fair Share Plan for funding public schools in Texas?
2. What proposals have been made to deal with increasing crime and prison overcrowding in Texas?
3. Why is Phil Gramm under scrutiny?
4. Why is Senator Bob Packwood in the news?
5. What are the latest developments in the continuing controversy over abortion rights?
6. What steps has General Motors mapped out for its road to recovery?
7. What have been the latest developments in trade negotiations between the US and the EC?
8. What impact has the continuing violence by extremists had on Germany?
9. Who are the major players on Clinton's transition team?
10. Who was Malcolm X?
11. What is American Airlines' plan to regain financial stability?
12. What is the status of the investigation into the State Department's probe of Bill Clinton's files?
13. What did the investigators conclude about White House involvement in the arms-for-hostages allegations?
14. What recent shake-ups have affected the Venezuela government?
15. How is Yeltsin faring in his battle against hard-line opposition in Russia?
16. Why is it so difficult to get relief to starving people of Somalia?
17. Why are Cuban citizens pressing the US to lift its economic embargo?

PERSUASIVE

1. Is it time for a state income tax in Texas?
2. Is the recent focus on Phil Gramm's activities justified?
3. Should children be allowed to sue their parents?
4. Does Bill Clinton's accessibility to the public create a dangerous security risk?
5. Would Clinton's "Rebuild America" plan really boost America's economy?
6. Can General Motors survive?
7. What should the GOP do to renew its appeal to American voters?
8. Are economic sanctions against Yugoslavia hurting the wrong people?
9. Should the ban against homosexuals serving in the military be lifted?
10. What strategy should the UN develop for creating order that's lacking in the New World Order?
11. Should US troops serve in Somalia under United Nations command?
12. Will opposition from hard-liners lead to the end of Yeltsin's reform efforts in Russia?
13. Will recent violence against whites derail progress toward ending apartheid in South Africa?
14. Does the US have a responsibility to protect the people of Bosnia?
15. Has the British monarchy outlived its usefulness?
16. Is foreign investment in the US airline industry bad business for Americans?
17. Is there hope for success for the peace negotiations in Cambodia?

Moving CX to an earlier time means those debaters may enter any other academic contests allowed by the conflict pattern except LD. There would be no point in offering two tournaments for the same group of competitors.

• Can articles in the extemp files be highlighted or underlined? Yes, because there is no UIL rule concerning highlighting except the restriction against any material that might be considered an outline. You wouldn't want to highlight each topic sentence in one color, and each major point of support in another, and quotations in yet another, since that could be considered an outline. Actually, you wouldn't want to highlight that much anyway, because the only reason to highlight is to help you quickly locate the pertinent and important elements of an article. Lots of color might lead your coach to believe you've read the article, but it

won't make it easy to use in the prep room.

• How can someone become a member of the State Meet Speech Honor Crew? Anyone nominated by their speech coach or principal will be considered. Send me a brief letter describing the student's qualifications for this especially important responsibility. We fill positions as we receive requests, so if you're interested you should contact me as soon as possible. We ask that schools submit no more than two names so more schools can be represented. If we haven't filled all the openings by April, we will accept additional students from participating schools. And if you're accepted and then qualify to compete at State, someone from your school can take your place! For the past several years, the Honor Crew members have done an outstanding job and had a great time, too.

Best wishes for a happy holiday season!

How to determine if prose selection meets the Category B criteria?

By JOE TREVINO

Editor's note: Joe Trevino is the speech coach and OAP director at Bishop High School, where he's been teaching for 12 years. He served as a member of the UIL Prose and Poetry Committee that selected the current categories.

There has been much confusion and many questions concerning the Prose Category B. The category title in the Constitution and Contest Rules (p. 212) reads: Category B: An American Experience - Authors Born within the United States. Selections dealing with this category must deal with American people, places or experiences.

Coaches Corner

Even though many writers, such as Edgar Allen Poe, Ernest Hemingway, Ray Bradbury and countless other writers were born in the United States, not everything they have written will work in this category.

In determining whether a prose selection meets the Category B criteria two methods may be utilized. First, documentation as to the birthplace of the author must be obtained. A photocopy of a legitimate source will be adequate. Second, common sense - thoroughly read and analyze the selection. Can we tell if these are American people? What clues does the writer give us? Are these clues strong

enough for a prose contest director to believe? "The farmer surveyed his ruined wheat fields?" Are American farmers the only farmers in the world who grow wheat? Of course not! "The Nebraska farmer . . ." this one would work. It tells us the farmer is American.

Does the selection give a setting that is American? What are the indicators? What are the words that tell the reader that this is a American setting? "The forest was ablaze with color." This might not be enough - it's not specific. "The Virginia hills were ablaze with color." This removes any doubt - it does give us a definite place.

The American experience section of the category is the last option. What makes an experience American? Or what does a

particular writer do to identify it as American? Again, look at the text. Does it have any well-known American landmarks? Are there any clues that would tell us it is American? Does it refer to customs or practices we recognize as American?

It will be up to the prose coach, teacher or sponsor to guide the students through the research and common sense processes. It will also be up to these individuals to help their students choose prose selections that will not be disqualified for not meeting the Category B criteria. If the selection a student wants to interpret is questionable - find one that is not. There is a wealth of great American literature out there - explore it.

Austin Westlake wins third state team tennis title

It is never easy winning a state championship and while Richardson Pearce didn't have that easy a road to travel, it sure was a lot easier than the one Austin Westlake traveled last month in claiming a state team tennis title.

Richardson Pearce won its first Conference 5A team tennis crown with a victory over San Antonio Churchill while Austin Westlake won its third Conference 4A championship.

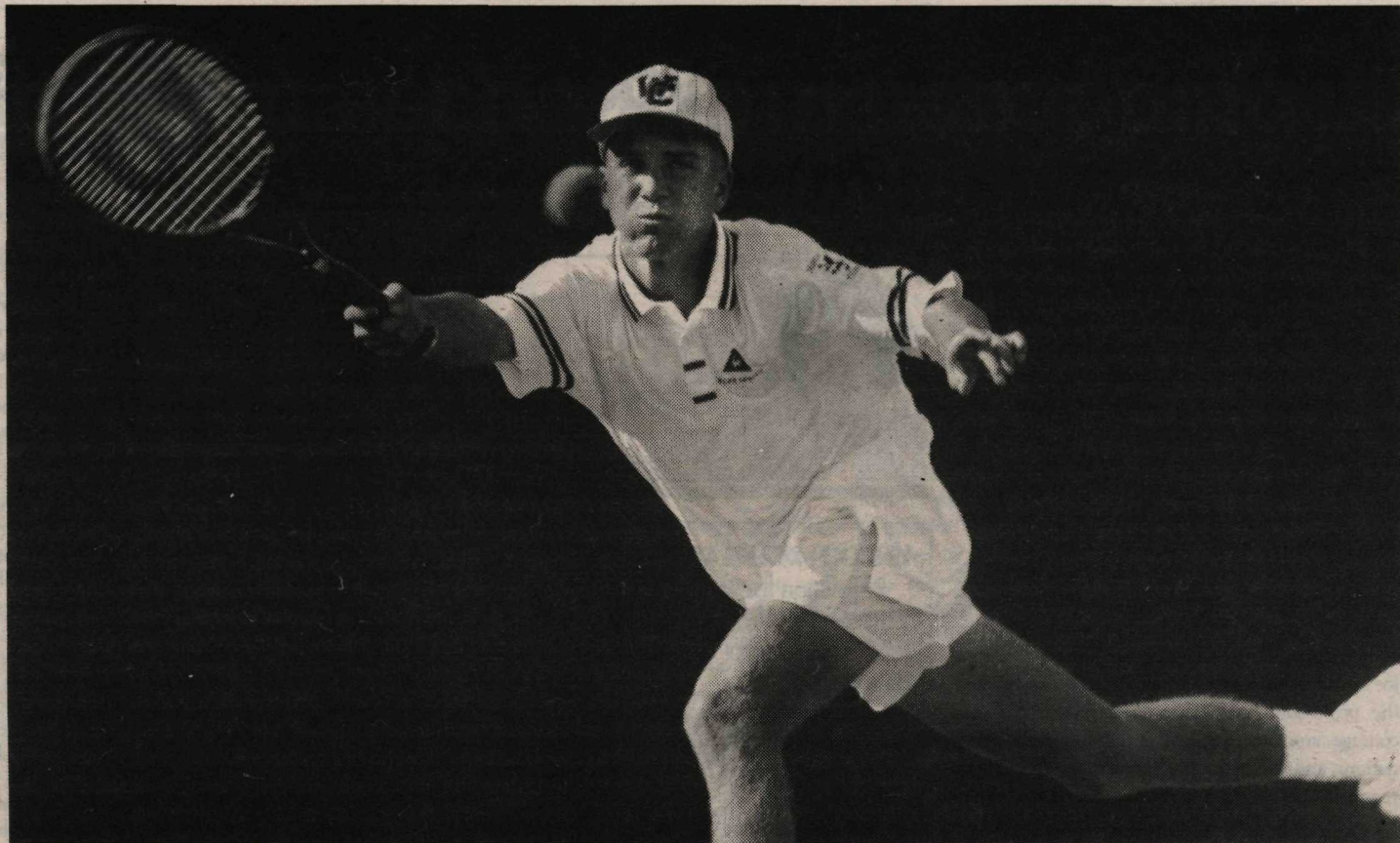
In the Conference 5A semifinals, Richardson Pearce beat Houston Clear Lake 13-5 while San Antonio Churchill edged Abilene Cooper 9-9, 22-20 in sets. In the finals, Richardson Pearce posted a 12-6 decision over San Antonio Churchill.

Austin Westlake advanced to the Conference 4A finals by the slimmest of margins. The Chaps defeated three-time defending state champion Dallas Highland Park in the second and final tie breaker, 190-188 in games. Both squads were tied 9-9 in matches and 21-21 in sets. In the other semifinal match-up, Wichita Falls beat College Station A&M Consolidated 13-5.

In the finals, Austin Westlake had it a little bit easier with a 9-9, 22-20 in sets decision over Wichita Falls. Complete results are as follows:

CONFERENCE 5A

Semifinals - San Antonio Churchill (19-4) def. Abilene Cooper (14-3), 9-9, 22-20 sets; Richardson Pearce (21-0-1) def. Houston Clear



Lake (20-4), 13-5

Finals - Richardson Pearce (22-0-1) def. San Antonio Churchill (19-5), 12-6

CONFERENCE 4A

Semifinals - Austin Westlake (14-1) def. Dallas Highland Park (11-2), 9-9, 21-21 sets, 190-188 games; Wichita Falls (17-1) def. College

A LONG STRETCH. San Antonio Churchill's P. J. Pfeiffer returns serve against Tyler Jimenez of Richardson Pearce during the 5A team tennis finals at Penick-Allison Courts.

Photo by John McConico.

Station A&M Consolidated (17-4), 13-5

Finals - Austin Westlake (15-1) def. Wichita Falls (17-2), 9-9, 22-20 sets

Alamo Scholar/Athletes selected statewide

As a part of the partnership between Alamo Rent A Car and the UIL, Scholar/Athletes have been selected throughout the football season. The athletes are selected regionally by sports writers and within the school by a faculty committee.

"Many times athletic involvement brings an improvement to a young person's academic achievement," Alamo President Charles Platt said. "Alamo knows the importance of encouraging success and rewarding effort, especially when it comes from our youngsters."

"As Alamo Scholar/Athletes have been selected, we've discovered that they all have one thing in common: they all excel on the field as well as in the classroom," he added. "Most, it turns out, are ranked at the very top of their high school class. Most have already mapped out their college routes, which school to attend, what academic subjects they want to pursue."

"The scholar/athletes share a common sense of discipline and dedication to a cause, whether it happens to be a football game or calculus test," Platt said.

The list of winners is as follows:

Scott Peach, Arlington High School
 Darrell Bennett Houston Lamar High School
 Robert Brown, San Antonio Southwest High School
 Ivan Rodriguez, El Paso Ysleta High School
 Steven Davis, Clarendon High School
 Josh Unruh, Wimberly High School
 Gant Grimes, Wichita Falls Rider High School
 Michael Janak, Corpus Christi Tuloso-Midway High School
 Erik Hartman, Odessa High School
 Micheal Gilliland, Floydada High School
 Andy Powell, Waco High School
 Kevin Choate, Hamshire-Fannett High School
 Frank Gonzalez, Freer High School
 Robert Ordonez, Lubbock Coronado High School
 Brent Goerner, Longview High School
 Stephen Sebesta, Grapevine High School.

The winners are televised weekly on Home Sports Entertainment.

Rules to live by

Resident rules seem to cause the most misunderstandings

There is confusion over many rules pertinent to athletics. This column will attempt to clarify one area which seems to be causing the most confusion. The rule is Section 440 (b) of the UIL Constitution & Contest Rules: An individual is eligible to participate in a League varsity athletic contest as a representative of a participant school if that individual "is a resident of a member school district and a resident of the attendance zone in which the participant school being attended is situated, or:

(1) has been continuously enrolled in and regularly attending the school for at least the previous calendar year if his or her parents do not reside within the school districts attendance zone (Exception: Students who receive a foreign exchange waiver and participate in UIL varsity athletic contests during their first year in the host school may not participate in those same contests if they return for a second year to the host school. The student may, however, participate in any other UIL varsity sport.) or;

(2) is a transfer student to a school district or attendance zone not containing that student's residence because:

(A) the student is attending a school due to district or attendance zone lines being changed by the school board or other appropriate authority; or

(B) the student transferred during the first year he or she had the opportunity to do so from a high school within a school district to the district's vocational high, a magnet school, or optional



Bill Farney

attendance area or

(3) is a transfer student from an 8 grade system not containing a high school, who transferred during the first year he or she had an opportunity:

(A) to select a high school with geographical boundaries contiguous to his or her K-8 school; or

(B) to a high school for which the K-8 school attended receives state transportation funds; or

(C) to the high school located nearest the student's residence.

Generally speaking, students are not eligible for varsity athletics for a period of one year from the date of their initial enrollment in a school if their parents do not reside within that school district or in multiple school districts within the attendance zone of the high school attended.

The determination of "residence" is listed under Section 442 in the Constitution & Contest Rules. These explanations of various residence circumstances offer details of guardianship, divorced parents, married students, relative resi-

dences, foster homes and criteria of what actually constitutes residence.

Under Section 443, students may still be ruled ineligible for varsity athletic contests if their parents live in the school district. Usually, the District Executive Committee makes the determination. A major problem in understanding the rule is that there are numerous situations whereby students are eligible to attend school under curriculum transfers, parents working in the district, guardianship states and independent 18 year-old students.

In all these cases the students are not eligible for varsity athletics. Principals do not fully understand how a student can legally attend their school and not be eligible for varsity sports.

Another misunderstanding involves the 15 day rule. Students who move into the district with their parents after the sixth class day of the year are not eligible for varsity athletics until the 16th day after the first day of enrollment. Administrators sometimes believe that any student is eligible after 15 days. But the parents must reside in the attendance zone and a PAPF (Previous Athletic Participation Form) must have been completed if the students have participated, in grades 9-12, the current or previous year in the same activity.

For students whose parents move into a new school district during the summer and who have all applicable PAPF's completed, there is no 15 day wait. These students could be eligible for the first game of the season.

The rich get richer: Needville, East Bernard return to championship circle; first time winners include Austin SFA, Windthorst, Red Oak

Three first time winners, Windthorst, Red Oak and Austin SFA, and two old hands, Needville and East Bernard, captured state championships at the 25th annual UIL State Volleyball Tournament last month in Austin.

Needville was capturing its fourth state title with the Conference 4A crown while East Bernard might as well start listing the state tournament as one of their playing dates when they print their volleyball schedules in the summer.

East Bernard was making its 18th trip to Austin and won its 12th state championship with the Conference 2A title.

Windthorst beat Tilden McMullen County in the Conference 1A finals, 15-10, 15-1, for its first state crown in volleyball after four trips. In the semifinals, Windthorst posted a 15-0, 15-7 victory over Fruitvale while McMullen County edged Fort Davis, 16-14, 4-15, 15-10.

The Conference 2A crown and 12th state title for East Bernard did not come without a fight however. East Bernard were taken to three games by Pattonville Prairiland, 16-14, 7-15, 15-8, in the semifinals and then got by Holliday, 15-8, 15-11, in the finals. Holliday advanced with a 15-10, 15-3 win over Quitman in the other semifinal match.

Only some 50 to 60 miles apart, Needville got the last laugh in this intense volleyball rivalry with a 15-5, 15-11 victory over Bellville and the Conference 3A crown. In their only match-up during the season, Bellville defeated Needville in three games. In the semifinals, Needville beat Van 15-7, 15-10 while Bellville defeated Springtown 15-4, 15-10.

Red Oak, a final four team last year, made that experience pay off this year with a 15-5, 15-13 decision of Austin Anderson and the Conference 4A title. Red Oak advanced to the finals with a



MVP.

Needville players congratulate Amy Stavinoha, a 5-7 senior who was named Conference 3A most valuable player. Joining Amy on the 3A all-tournament team were Brooke Polak of Needville, Tracy Hansen of Springtown and Gretchen Day, Jill Luhn and Tiffany Schmidt, all of Bellville.

Photo by Joey Lin.

tough 15-13, 15-13 win over Friendswood while Anderson posted an easy 15-1, 15-6 victory over Hereford.

San Antonio Jay was looking to become only the second Conference 5A school to repeat as state champion but Austin SFA would have no part of that. Austin SFA posted a convincing 15-3, 15-9 win over Jay in the finals. In the semifinals, Jay defeated Amarillo 15-9, 15-9 while Austin SFA and Houston Cypress Creek staged one of the best matches in tournament history with a three

game 15-13, 14-16, 16-14, Maroons victory. Complete results are as follows:

CONFERENCE 1A

Semifinals: McMullen County def. Ft. Davis, 16-14, 4-15, 15-10; Windthorst def. Fruitvale, 15-10, 15-7.
Finals - Windthorst def. McMullen County, 15-10, 15-1.

CONFERENCE 2A

Semifinals: Holliday def. Quitman, 15-10, 15-3; East Bernard def. Prairiland, 16-14, 7-15, 15-8.
Finals - East Bernard def. Holliday, 15-8, 15-11

CONFERENCE 3A

Semifinals: Bellville def. Springtown, 15-4, 15-10; Needville def. Van, 15-7, 15-10.
Finals - Needville def. Bellville, 15-5, 15-11.

CONFERENCE 4A

Semifinals: Red Oak def. Friendswood, 15-13, 15-13; Austin Anderson def. Hereford, 15-1, 15-6.
Finals - Red Oak def. Austin Anderson, 15-5, 15-13.

CONFERENCE 5A

Semifinals - Austin SFA def. Cypress Creek, 15-13, 14-16, 16-14; San Antonio Jay def. Amarillo, 15-9, 15-9.
Finals - Austin SFA def. San Antonio Jay, 15-3, 15-9.

Definitive guidelines on dealing with no-pass, no-play

■ While debate rages over many aspects of the controversial rule, it is the responsibility of educators to implement the law.



There seems to be a great deal of confusion surrounding grade reporting procedures involving no pass-no play. The UIL staff does not interpret Texas Education Agency policies. However, at this juncture it is important that the League give some definitive guidelines when dealing with this portion of House Bill 72.

We receive several calls each day asking specific questions dealing with no pass-no play. Many of the answers that we give can be found in the UIL-TEA Side by Side manual that is published by the League. Because of the uncertainty in dealing with some of these perplexing situations, a few moments of clarity might be helpful.

The first real issue comes on the heels of a decision handed down by the Commissioner's office on an appeal by West Orange-Stark High School. West Orange-Stark was forced to forfeit five football games, eliminating them from the playoffs, because a student's grade had been changed after the six weeks had been completed. This case was not a matter of coercion by coaches. This problem revolved around several students being

allowed to make up assignments that had been missed earlier in the six weeks, after the final day of the six weeks. A designee of the State Commissioner ruled that the grading must come during a fixed period of time, a grade reporting period. Then, the school calendar's six week period must be adhered to when allowing for make-up work.

This opinion gives clarification in itself when dealing with late work. When determining eligibility, a student's grade cannot be changed, nor can work be made up after the last day of the six weeks. The question that always follows this answer involves how to deal with incomplete grades. If a student has missed school during the last days of the six weeks, this student may be given an incomplete rather than a grade. Reasonable time should be given to the student to make up work that was missed. Local policy determines what reasonable time is. However, the student is ineligible to compete until a passing grade is posted for the six weeks.

A student is eligible to participate through

the grace period, provided by House Bill 72. This grace period extends from the final day of the six weeks through seven calendar days. A student would become ineligible at the close of the school day one calendar week after the final day of the six weeks. If school is not in session because of a holiday, the student is still eligible the full seven calendar days. For example, a student fails a subject in a six weeks ending on November 20. If the final school bell rings at 3:30 p.m., the student becomes ineligible on November 27 at 3:30 p.m. regardless of school holidays that might have occurred.

Another area that is often misunderstood is the issuance of report cards. Again, the eligibility of a student is determined by the school calendar. The final day of the six weeks determines the cutoff of grades for eligibility purposes. The date report cards are issued have no bearing on the eligibility of a student.

Semester grades and exams also cause problems when dealing with eligibility. A student may fail a course for a semester, yet continue to be eligible for competition if all courses are passed for the six weeks. Semester exams and semester averages have no bearing on the eligibility of a student. The six weeks average determines this eligibility. Keep in mind that additional work may be given to a student to improve his semester average, but not to improve his grade for eligibility purposes for the six weeks.

Frequently, we are asked what the ineligible

student may legally do until the time they become eligible again. The student may participate in practice during the school day. However, he must not remain at school to observe or receive instruction or practice on his own. The ineligible student may not travel with the team, nor participate in any way with the team. The student may continue to be identified as a part of the team, but may not represent the school in any form or fashion beyond the one hour activity period during the school day.

The Texas Education Agency, in an evaluation report on no pass-no play, made this preliminary recommendation: "Because the no pass-no play rule is perceived to have differential effects upon at-risk and regular students, it must be subject to further scrutiny and refinement. Policy should enhance the opportunity to affiliate with school, to give a chance to students to become a part of the school and community." Further interviews with campus administrators revealed a potential connection between the no pass-no play and gang recruitment. This is a fact that is not new to coaches and spouses in suburban areas. Many students' major involvement with schools comes from extracurricular activities.

As the TEA report concludes, "When this bond is broken, there may be a greater likelihood of being recruited into a gang." While much debate rages over the effectiveness of no pass-no play, the length of suspension and whether it causes students to drop out, it is our responsibility as educators to implement the law.

Expectations, benefits of athletics outlined

Texas, just like every other state in the nation, is trying to capitalize on the benefits of athletic programs. Friday Harbor Schools (Washington) and the community decided to sit down and actually put in writing expectations for the athletic program and benefits that both the schools and the community receive from the program.

A basic premise of the project was that "when the process is as important as the product, all players are involved," (Gillies). Friday Harbor Schools and Community have adopted a model which includes nine categories of "attitudes/values" for the coaches, community, parents, student/athletes and administration. I am sure we have all seen various models along these lines, but because they are so important and to incorporate these ideas sometimes includes a systemic change, I will briefly cover the model.

We know that change is a process, not an event. To get change, we need to create an awareness of the issues, get people involved, buy into the proposed change and remove the restraining forces against the change. The core values adopted by the school and community are as follows: sportsmanship; self-worth, dignity, esteem; leadership, respectful behavior; emotional control; balanced view of competition; teamwork/cooperation; skill development; work ethic; having fun; physical fitness; personal development.

The model includes five headings: Coaches, Community, Parents, Student/Athletes and Administration. While all categories are important, I am including only the coaches and student-athlete sections. (This model is taken from the Washington Interscholastic Athletic Association newsletter.)



Gina Mazzolini

- **SPORTSMANSHIP**
- ✓ **COACHES**
 - Teach fair play, team play, tolerance, and an appreciation of other team's players, coaches, parents and referees.
 - Teach that athletics are played by a set of rules that all agree to play by.
 - Teach how to win and lose with dignity.
 - Teach that sportsmanship is for a life-time.
- ✓ **STUDENT/ATHLETES**
 - Play fairly, observe all rules, treat others respectfully and with courtesy.
 - Appreciate the efforts of officials and other players.
 - Win and lose with dignity.
- **Self-Worth, Dignity, Esteem**
- ✓ **COACHES**
 - Athletes are reinforced positively for their efforts. Success through goal attainment emphasized.
 - Recognize contributions of all players whether starters or backup players.
 - Discipline and correct inappropriate behavior in such a manner that does not degrade.
 - Dressing appropriately for games.
- ✓ **STUDENT/ATHLETES**
 - Promote the accomplishments of teammates. Don't attach self-worth to winning or losing.
 - Taking pride in dress and appearance.
 - Set achievable goals in each contest for self that are not dependent on outcome of the contest.
- **Leadership, Respectful Behavior**
- COACHES

- Model leadership qualities: Moral and ethical behavior.
- Treating all with respect and dignity
- Communicating effectively with athletes, parents, community and administration.
- Good organization.
- Good knowledge of the game.
- Consistent and positive behavior.
- Organize and set up pre-season meeting.
- Answer parent questions.
- ✓ **STUDENT/ATHLETES**
 - Model a team commitment.
 - Role model for younger students.
 - Take advantage of opportunities to coach younger students.
 - Communicate appropriately with teammates and coaches regarding goals, rights, concerns.
 - Model appropriate behavior - positive and respectful.
 - Accept responsibility and authority
 - Treat other athletes, parents, and coaches in a respectful manner.
- **Emotional Control**
- ✓ **COACHES**
 - Model emotional control
 - Remain in control in tough situations.
 - No tantrums.
 - No swearing.
 - No grabbing athletes.
 - Consistent behavior.
 - No verbal abuse of athletes or officials.
 - Model the way you want players to represent our school and community.
 - Diffuse and interpret tense situations for athletes and fans.
- ✓ **STUDENT/ATHLETES**
 - Remain in control - keep a cool head in stressful situations.
 - No physical or verbal abuse of other players or officials.
 - No tantrums.
 - No swearing.
 - No fighting.
 - Learn to let off steam appropriately.

- **Balance View of Competition**
- ✓ **COACHES**
 - While winning is the objective of competition, it is not the only measure of an athlete's or team's success.
 - The attainment of, or progress toward the accomplishment of a person's goal is also very important.
 - Lessons learned by being gracious in winning or losing.
 - Athletics and games should be viewed as such.
- ✓ **STUDENT/ATHLETES**
 - Athlete needs to view athletics as an opportunity to achieve.
 - Winning is a goal but not the only objective in athletic competition.
 - Athletics are games.
 - Teamwork-Cooperation.
- ✓ **COACHES**
 - Teach teamwork and cooperation as a lifetime skill.
 - Model cooperative behavior.
 - Stress that all members of a team are important to the achievement of the team's goals.
 - Recognize the contributions of non-starters as well as starters.
 - Coaches support other coaches.
- ✓ **STUDENT/ATHLETES**
 - Treat all team members in a considerate manner recognizing that all contribute to the team's success.
 - Recognize that individual successes are not possible without cooperation and teamwork.
 - Student/athletes support other teams.
- **Skill Development/Work Ethic**
- ✓ **COACHES**
 - Use good teaching techniques to help athletes learn basic skills.
 - Stay current with the latest techniques.
 - Use principles of positive motivation in dealing with players.
 - Develop an appropriate practice schedule
 - Emphasize that a commitment to hard work is critical to athletic achievement.

- ✓ **STUDENT/ATHLETES**
 - Understand that developing a high degree of skill takes a lot of work, practice and persistence.
 - Hard work, sometimes drudgery, is necessary for athletic success.
- **Having Fun**
- ✓ **COACHES**
 - Laugh, enjoy a positive relationship with athletes and parents.
 - Promote special team building activities such as breakfasts, pizza parties, special get togethers off the court/field. (Within UIL guidelines)
 - Athletics as a game should be taught.
- ✓ **STUDENT/ATHLETES**
 - Enjoy your teammates, coaches and fans.
 - Recognize that an athletic contest is a game - a challenge and opportunity to be enjoyed.
 - Maintain self-esteem win or lose.
- **Physical Fitness/Personal Development**
- ✓ **COACHES**
 - Fitness as a lifetime goal stressed in all athletic activities.
 - Doing well in any athletic endeavor is affected by good conditioning.
 - Stress eating a balanced diet.
 - Model healthy living - diet, exercise, positive mental attitude.
 - Learn about the human body potential, limitations, variations of excellence utilizing the body in its natural state and push it to its potential without artificial means i.e. drugs.
- ✓ **STUDENT/ATHLETES**
 - Make a commitment to be in shape all year.
 - Eat a balanced diet.
 - Model a healthy lifestyle for other students and younger children.
 - Athletes strive to develop their human body potential, limitations, variations of excellence utilizing the body in its natural state and push it to its potential without artificial means i.e. drugs.

Hooray for Excellence gets public interested in classroom

"These are the kinds of programs that are making a difference in Texas education and are worthy of the public's attention," said Diamond Shamrock spokesman Gene Smith as he announced 10 schools to be featured by the first Diamond Shamrock "Hooray for Excellence" academic awareness program.

"Hooray for Excellence," which airs during 5A football playoff games, honors schools that created interesting audio-taped presentations about academically stimulating programs within their schools. The 10 schools will each receive \$500 and a recognition certificate from Diamond Shamrock in addition to being featured during the 5A playoff broadcasts.

The 10 schools and their contact persons are: Cooke Elementary, Cleburne, Suzi Sarchet; Dooley Elementary, Plano, Susan Dantzler; Harrold School, Harrold, Brenda Hill; Johnson Elementary, Bryan, Gloria Chavarria; San Jacinto Junior High, Midland,

The public doesn't get many chances to hear stories like these, so we want to help tell them,

Ann Murphey; Sanger High School, Sanger, Jack Biggerstaff; Sherman Elementary, Houston, Roberto Carrasco; Travis Elementary, Sulphur Springs, Billy Dan Lindley; University Park Elementary, Highland Park, Gail Hartin; Yoakum High School, Yoakum, Janie Rudolph.

The program, in its first year as part of the 28 year-old Diamond Shamrock Football Network, is designed to shine football's Friday night spotlight into the classroom and on interesting academic activities.

By broadcasting unique stories about educational programs in Texas classrooms, Diamond Shamrock hopes to capitalize on the popularity of its broadcasts of high school football playoff games to

create excitement about what's taking place in the classroom, explained Smith, Manager of Jobber Communications for Diamond Shamrock.

"And it's easy to get excited about these programs," he said. "Imagine using an opera production to teach children about responsibility, math, music and vocabulary."

Smith is referring to one of the 10 schools, Dooley Elementary of the Plano ISD, which has created "Opera Fever," a production company comprised of elementary school students who are producing an entire opera. "No adults will be allowed backstage during the performance," the tape says.

Dooley's story is told in a five minute audio-taped presentation which will air on the Diamond Shamrock Football Network along with taped presentations from the other winning schools. Each of the 10 stories will be packaged into a series of halftime shows hosted by Warren Hasse. The shows then will

be played during the state's 5A high school playoff games.

On Dooley's tape, an elementary school student says, "It's just like real life. We all have to work together to complete the job."

Dooley's program teaches kids that responsibility is part of the educational process.

Smith said telling such stories to the public is what the Diamond Shamrock "Hooray for Excellence" program is all about.

"The public doesn't get many chances to hear stories like these, so we want to help tell them," he said. And because the schools are telling their own stories, Smith said he believes the public will find them interesting and interest in the classroom will rise.

"That's our primary objective," said Smith. "To get the public interested and involved in the classroom and encourage schools to tell their stories in interesting ways."



(SHOES) OFF. And running. Conference 3A contestants begin the trek across the 3-mile course at Southwestern University in Georgetown. Photo by Jay Lin.

Defense against the run: Utopia's Duke, LaVilla's Silva defend state cross country championships

Three teams and four individuals repeated as champions at the 1992 UIL State Cross Country Meet last month at the campus of Southwestern University in Georgetown.

Canyon in Conference 3A was the only repeat winner on the girl's side while Gonzales, also Conference 3A, and Houston MacArthur in Conference 5A defended their titles on the boy's side.

Stephanie Duke of Utopia in Conference 1A and Elizabeth Silva of La Villa in Conference 2A won a second straight individual title. Duke finished the two-mile course in 12:01, shaving off two seconds from her winning time last year while Silva knocked off 30 seconds from her mark last year with her time of 11:58 in 1992.

Liz Shell of Tomball was the third repeat winner in the girl's division. Shell posted a time of 11:32, besting her clocking of last year by 25 seconds.

The only repeat winner on the boy's side was Andres Gomez of Hurst Bell in Conference 5A. Gomez ran the three-mile course in 15:39, some 18 seconds better than last year's time.

Other team winners were Booker in Conference 1A girls, Hamilton in Conference 2A girls, Dallas Highland Park in Conference 4A girls, Round Rock in Conference 5A girls, Utopia in Conference 1A boys, Sundown in Conference 2A boys and College Station A&M Consolidated in Conference 4A boys.

Partial results are as follows:

GIRLS

■ Conference A

Individual Results - 1. Stephanie Duke, Utopia, 12:01; 2. Rhada Montgomery, Claude, 12:18; 3. Janet Davidson, Priddy, 12:24; 4. Toby Winston, Nueces Canyon, 12:42; 5. Becca Bridge, Patton Springs, 12:44.

Team Results - 1. Booker, 102; 2. Medina, 107; 3. Petersburg, 107; 4. Claude, 124; 5. Alvord, 136; 6. Moulton, 149; 7. Zavalla, 170; 8. Rocksprings, 171; 9. Sulphur Springs North Hopkins, 173; 10. Zephyr, 190.

■ Conference 2A

Individual Results - 1. Elizabeth Silva, LaVilla, 11:58; 2. Elisa Franco, Anson, 12:07; 3. Jennifer Schultz, Sommersville, 12:17; 4. Amy Cantrell; Jacksboro, 12:21; 5. Sunny Lasley, Stratford, 12:24.

Team Results - 1. Hamilton, 63; 2. Stratford, 66; 3. Springlake Earth, 97; 4. Schulenburg, 108; 5. Little Elm, 118; 6. Gruver, 147; 7. LaVilla, 212; 8. Celina, 223; 9. Liberty Hill, 241; 10. Sommersville, 243.

■ Conference 3A

Individual Results - 1. Misty Schieberle, Gonzales, 11:42; 2. Valorie Goodman, Canyon, 11:45; 3. Katherine Carter, Canyon, 11:47; 4. Kjirsten Diltz, Dripping Spring, 11:50; 5. Tandra Brillhart, Lubbock Cooper, 11:55.

Team Results - 1. Canyon, 39; 2.

Gonzales, 58; 3. Perryton, 110; 4. Springtown, 135; 5. Yoakum, 136; 6. Poteet, 165; 7. Muleshoe, 178; 8. Aledo, 212; 9. Orangefield, 242; 10. Wylie, 254.

■ Conference 4A

Individual Results - 1. Liz Shell, Tomball, 11:32; 2. Jessica Rebolloso, Bastrop, 11:45; 3. Shawn Goodman, Lockhart, 11:51; 4. Jennifer Thompson, Borger, 11:51; 5. Jennifer Lopez, Corpus Christi Calallen, 12:00.

Team Results - 1. Dallas Highland Park, 64; 2. Corpus Christi Calallen, 94; 3. Borger, 97; 4. Brenham, 121; 5. Canyon Randall, 133; 6. Paris North Lamar, 135; 7. Waco Midway, 156; 8. Cedar Hill, 209; 9. Plainview, 225; 10. Robstown, 250

■ Conference 5A

Individual Results - 1. Jessica Kock, Round Rock, 11:17; 2. Carissa Nix, Klein, 11:30; 3. Michelle Reasor, Fort Worth Richland, 11:32; 4. Misty Dickerson, Grapevine, 11:36; 5. Jamie Revuelta, Brownsville Rivera, 11:36.

Team Results - 1. Round Rock, 58; 2. Humble Kingwood, 81; 3. Pharr-San Juan-Alamo, 89; 4. Fort Worth Richland, 105; 5. Houston Clear Lake, 129; 6. Edinburg North, 167; 7. Lewisville Marcus, 177; 8. Austin Bowie, 187; 9. Klein Oak, 197; 10. Humble, 234.

BOYS

■ Conference 1A

Individual Results - 1. Willie Garcia,

Utopia, 16:37; 2. David Dreuckhammer, Priddy, 16:50; 3. Bernie Garcia, Utopia, 16:51; 4. David Corrales, Plains, 17:17; 5. Carlos Perez, Cherokee, 17:23

Team Results - 1. Utopia, 32; 2. Plains, 81; 3. Rocksprings, 112; 4. Tornillo, 119; 5. Priddy, 137; 6. Elkhart Slocum, 163; 7. Sulphur Springs North Hopkins, 176; 8. White Deer, 176; 9. Collinsville, 215; 10. Avery, 238.

■ Conference 2A

Individual Results - 1. Sammy Unberhagen, Little River Academy, 16:09; 2. Jeremy Stallings, Stanton, 16:22; 3. Steve Rolison, Itasca, 16:30; 4. Michael Serna, Sundown, 16:40; 5. Justin Kirby, Pilot Point, 16:41.

Team Results - 1. Sundown, 60; 2. Boys Ranch, 102; 3. Stockdale, 106; 4. McCamey, 108; 5. Nixon-Smile, 134; 6. Krum, 161; 7. Dilley, 162; 8. Wallis Brazos, 182; 9. Hardin, 218; 10. Little Elm, 231.

■ Conference 3A

Individual Results - 1. Jason Buie, Amarillo River Road, 16:17; 2. Scotty Elliott, Splendor, 16:21; 3. Alex Rivas, Canyon, 16:30; 4. Brian Medrano, Canyon, 16:36; 5. Romero Yopez, Mexia, 16:40.

Team Results - 1. Gonzales, 57; 2. Canyon, 63; 3. Fabens, 88; 4. Clint, 106; 5. Yoakum, 107; 6. Crystal City, 148; 7. Splendor, 156; 8. Sealy, 220; 9. Liberty, 240; 10. Lake Dallas, 243.

■ Conference 4A

Individual Results - 1. John Hull

Public reprimands

The following personnel have been issued a public reprimand and placed on probation for one year in accordance with Section 1208 (h) for being ejected from a contest for unsportsmanlike conduct:

COACH, SCHOOL

★ FOOTBALL

Joe Branham, Gustine HS
Jeff Sciba, Dickinson HS
Darrell Seike, Riesel HS

★ BASEBALL

Edward Garcia, Del Rio HS
Robert Miranda, Laredo Martin HS
Jerry Malone, Marlin HS
Dennis Theaker, Aldine MacArthur HS
Clem Mancini, Wichita Falls Rider
Mark Medina, Corpus Christi Miller HS
Robbie Surratt, Lindale HS
Mike Rodgers, Jasper HS
Rodney Fausetts, DeKalb HS
Eugene Pounds, Angleton HS
Bruce Miller, San Antonio Lee HS
Dan Easley, Klein HS
Keith Brown, New Braunfels Smithson Valley HS
Matt Webb, Lancaster HS
Mark Williams, Silsbee HS
Mike Burks, Hallsville HS
John Dudley, Lubbock Coronado HS
Willy Maxwell, Arlington Lamar HS
Rocky Manuel, Bellaire HS
John Hicks, Mesquite-Poteet HS
Gary Lauer, McAllen Memorial HS
Oran Hamilton, Dayton HS
David Lacates, Nimitz HS
Pete Davis, San Marcos HS
Buster Brown, Mineral Wells HS
Rob Stamp, Irving-Nimitz HS
Pat Hernandez, South Grand Prairie HS
Dan Marotto, Seagoville HS
Bobby Arias, Venus HS
Jesse Trinidad, Hanna HS
Ross Taylor, Randall HS
Gerald Turner, Trinity HS
John Eiter, Weslaco HS
Victor Garza, Mercedes HS
Randy Porter, Arlington HS
Mike Gilbert, Spring Hill HS
Rusty Franklin, Plano East HS
Calvin Ivey, Gonzales HS
Billy Cox, Brackenridge HS
Tereso Rodriguez, Austin Bowie HS
Kent Meador, Lubbock Coronado HS
Louis Lowe, Hamilton HS

★ SOCCER

Chad Krier, Klein Forest HS
Robert Ray, Klein Forest HS
Seth Laimansingh, Houston Spring Woods High School
Gilbert Montes, Canutillo HS
Danny Bueno, New Braunfels Canyon HS
Larry Mathys, Hays Consolidated HS
Henry Ramirez, El Paso Riverside HS
Jack Whitten, Plano East HS
Mel Fields, Pasadena HS

A&M Consolidated, 15:57; 2. Jeff Lewis, San Angelo Lakeview 16:03; 3. Ricky De La Rosa, Edcouch Elsa, 16:10; 4. Frank Sumpter, Lamesa, 16:26; 5. John Riley, Waco Midway, 16:34.

Team Results - 1. A&M Consolidated, 30; 2. Georgetown, 91; 3. Mesquite Poteet, 115; 4. San Angelo Lakeview, 134; 5. Brenham, 135; 6. Conroe Oak Ridge, 165; 7. Fort Worth Boswell, 183; 8. Lockhart, 185; 9. Beeville Jones, 198; 10. Dallas Adamson, 241.

■ Conference 5A

Individual Results - 1. Andres Gomez, Hurst Bell, 15:39; 2. Joaquin Torres, Houston MacArthur, 15:47; 3. Jason Lunn, Sugar Land Dulles, 15:53; 4. Brad Hauser, Humble Kingwood, 15:57; 5. Jerry Garza, El Paso Bowie, 16:00.

Team Results - 1. Houston MacArthur, 46; 2. Humble Kingwood, 51; 3. Plano, 83; 4. Baytown Sterling, 152; 5. Klein, 162; 6. Donna, 175; 7. Lewisville Marcus, 179; 8. Conroe McCullough, 197; 9. El Paso Austin, 211; 10. Edinburg, 229.

POSTMASTER: Send changes of addresses to The LEAGUER
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Official notices

MINEOLA HS

Mr. Dwight Thomas, baseball coach of Mineola High School, has been issued a public reprimand, placed on probation through April 1, 1993, and upheld the superintendent's action of suspending Coach Thomas from the first three games of the 1991-92 season, for violation of the baseball practice starting date and Sunday workouts.

BANQUETE HS

The State Executive Committee issued a public reprimand to Mr. Rick Wallace, assistant football coach of Banquete High School, placed him on probation through April 1, 1993, and suspended him from the first home game of the 1992-93 football season, for violation of Section 1201 (b) (3).

MOTLEY COUNTY HS

Motley County High School has been issued a public reprimand and placed on probation through April 1, 1993, for violation of the Athletic Code. In addition, a plan to educate fans and students on appropriate conduct must be developed and submitted to the League office. Mr. Tony Raffaele, basketball coach, Motley County High School, has been issued a public reprimand and placed on probation through April 1, 1993, for violation of Section 1201 (b) (3).

GONZALES ISD

Mr. Victor Salazar, basketball coach, Gonzales High School, has been issued a public reprimand, placed on probation through February 5, 1993, and suspended from two district games (including a prohibition from scouting), for violation of Section 1206 (3) (i). The boys' basketball team was required to forfeit one game.

LINGLEVILLE ISD

Mr. Randy Parks, basketball coach of Lingleville High School, has been issued a public reprimand, placed on probation through February 5, 1993, and suspended from three games of the 1991-92 season, for violation of Sections 1201 (b) (3) and 1200 (h). In addition, a student representative of Lingleville High School has been suspended from three basketball games (one of which has been served and two to be served during the 1992-93 basketball season), and suspended from all athletic activities for the remainder of the 1991-92 school year.

HOOKS ISD

The State Executive Committee issued a public reprimand to Coach Marty Renner of Hooks High School, placed him on probation through February 5, 1994, and suspended him from three basketball games of the 1991-92 season. As a condition of probation, Mr. Renner is required to arrange a meeting between administrators, coaches and officials to develop a plan to prevent future incidents of unsportsmanslike conduct and report on the plan to the UIL office by July 1, 1992.

WESLACO ISD

Mr. Larry King, basketball coach, Weslaco High School, has been issued a public reprimand, placed on probation through February 5, 1993, and suspended for two games during the 1991-92 season. Mr. Dave Brown, Weslaco High School basketball coach, has been issued a public reprimand, placed on probation through February 5, 1993, and suspended for the last three games of the 1991-92 season.

MARBLE FALLS ISD

Mr. Larry Berkman, basketball coach, Marble Falls High School, has been issued a public reprimand, placed on probation through February 5, 1993, and suspended for two basketball games of the 1991-92 season.

DECATUR ISD

The District 9AAA Executive Committee issued a public reprimand to Decatur High School and extended the probation on the boys' basketball program through the 1992-93 school year.

MONAHANS ISD

The State Executive Committee suspended Coach Gary Abercrombie of Monahans High School from coaching basketball through March 26, 1992, and placed him on probation through March 26, 1993, for playing two basketball games during a school week, in violation of state law.

CORPUS CHRISTI ISD (MOODY HS)

The State Executive Committee upheld the decision of the District 30 AAAAA Executive Committee and issued a public reprimand to Mr. Hector Salinas, Coach at Corpus Christi Moody High School, and placed him on probation through March 26, 1994, for moving for athletic purposes and violating the Athletic Code.

BROWNSVILLE PORTER

On August 6, 1991, the State Executive Committee issued a public reprimand to Brownsville Porter High School, put the school on probation through August 5, 1994, and required that:

- (1) the school board formally accepts the plan developed by the Management Team; and
- (2) that the UIL programs at Porter High School remain under the supervision of the Management Team through the three year probationary period.

ACADEMY HS

The State Executive Committee supported the actions of the District 26 AA Executive Committee by issuing a public reprimand to Academy High School and placing the school on probation through January 14, 1993, for violating football practice regulations. Coach Jerry Kindred of Academy High School was also issued a public reprimand and placed on probation through January 14, 1993 for the violation.

OAKWOOD HS

A public reprimand was issued to Oakwood High School and the school was placed on probation through January 14, 1993, for violation of the Athletic Code. The penalty was assessed by the State Executive Committee.

ARLINGTON HOUSTON HS

Houston High School in Arlington was issued a public reprimand by the State Executive Committee for violation of the Athletic Code. Coach Ken Ozeo was issued a public reprimand and placed on probation through January 14, 1993 for violation of the Athletic Code.

CHILICOTHE HS

The State Executive Committee issued a public reprimand to Coach Roy Martinez of Chillicothe High School and placed him on probation through January 14, 1993, for violation of the Athletic Code. The Superintendent was commended for the swift disciplinary action taken by the administration.

SAN ANTONIO HIGHLANDS

The State Executive Committee suspended Mr. Gary Clark of San Antonio Highlands High School from coaching any UIL activity or being involved in UIL activities in any way, including scouting, through February 26, 1994, for knowingly playing an ineligible player. San Antonio Highlands High School was issued a public reprimand and placed on probation through February 26, 1993, and required to develop and submit a plan to the UIL to educate coaches and avoid this type of situation.

TULOSO-MIDWAY HS

The State Executive Committee issued a public reprimand to Mr. Bobby Craig, Coach, Tuloso-Midway High School, for violation of the Athletic Code, and put him on probation through February 26, 1993. A condition of probation is that he is responsible for personally writing to basketball coaches and administrators in his area asking them to attend the first meeting of the basketball officials association, and to attend the first three meetings himself.

HIDALGO ISD

The State Executive Committee issued a public reprimand to Coach Henry Paige of Hidalgo and placed him on probation through February 26, 1993 for violation of the Athletic Code.

BANQUETE HS

The State Executive Committee issued a public reprimand to Mr. John Hilliard, Banquete High School Coach, and placed him on probation through May 10, 1993, for violation of the Athletic Code.

AUSTIN JOHNSON HS

Mr. Darrell Crayton, Coach, Austin Johnson High School has been issued a public reprimand and placed on probation for the 1992-93 school year for recruiting. The State Executive Committee also issued a public reprimand to Austin Johnson High School and Austin Independent School District and put the school and the school district on probation for the 1992-93 school year for recruiting.

AMATEUR RULE

A change to the amateur rule was approved by the State Board of Education and is now in effect. The rule reads:

Section 441: Amateur Athletic Status (e) Amateur Status Regained. If a student did not realize that accepting the valuable consideration was a violation of the amateur rule, and returns the valuable consideration, within 30 days after being informed of the violation, that student may regain athletic eligibility as of the date the valuable consideration is returned. If a student fails to return it within 30 days, that student remains ineligible for one year from when he or she accepted it. During the period of time a student is in possession of valuable consideration, he or she is ineligible for all varsity athletic competition. Any games or contests in which the student participated during that time would be forfeited as the minimum penalty.

RAILS ISD

The District 4AA Executive Committee issued a public reprimand to Ralls High School and put the school on probation in football through August 25, 1993, for violation of practice rules.

DALLAS LINCOLN HS

The State Executive Committee issued a public reprimand to Dallas Lincoln High School and put the school on probation in One-Act Play through September 2, 1993 for violation of the Spring Meet Code. One-Act Play Director Louie White was also issued a public reprimand and put on probation through September 2, 1993, for violation of the Spring Meet Code.

PICTURE MEMORY

Students in grades 4 and 5 will be responsible for the Art Smart Picture Memory Contest Bulletin for 1991-92 and 1992-93. The official list in the Picture Memory Contest Bulletin for 1991-93 is the final authority. The 1992-93 prints are the same prints used in 1991-92. Gerard David is identified as Flemish, and Vincent van Gogh is identified as Dutch. The nationality on these two small prints should be changed to match the official list.

HOUSTON BELLAIRE HS

Mr. Rocky Manuel, baseball coach, Houston Bellaire High School, was suspended for the first five district baseball games and put on probation through September 2, 1993, for being ejected from two baseball games 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 bracketed () must be added to page 33 and page 44.

OFFICIAL INTERPRETATIONS

Section 400 (f): Students who entered the ninth grade have four consecutive calendar years to complete their high school eligibility from their first entry into ninth grade. Students who never entered the ninth grade but were placed into the tenth grade have three consecutive years from their first entry into tenth grade to complete their high school eligibility.

Section 463: For the purposes of eligibility, a student may be granted a waiver of the four year rule only once.

Section 1400: In Conference A schools or in small junior high schools whose enrollment corresponds to Conference A enrollment, 6th graders may be used when their participation is vital to field one combined 7th and 8th grade baseball, basketball, football, soccer or volleyball team on the first day of the season. The first day of the season is defined as the first day of practice outside the school day or the day of the first competition, whichever occurs sooner.

If fewer than the below listed number 7th and 8th grade students report the first day of the season, then 6th graders shall be notified the next day that they may try out for the combined 7th and 8th grade team and may participate for the entire season. If the number of 7th and 8th graders reporting the first day of the season meets or exceeds the number listed below, then 6th graders shall not be used anytime during the entire season.

If a coach intentionally prevents 7th or 8th graders from reporting at the beginning of the season (so as to permit 6th graders to participate) it will be considered a violation of the Athletic Codes and subject to penalty.

Baseball - 18
Basketball - 10
Football - 6-man-12
Football - 11-man-22
Soccer - 22
Girls' Volleyball - 12
Sixth graders shall not represent a UIL 7th and 8th school in individual sports (cross country, golf, swimming, tennis, track and field).

Section 1400: Seventh and eighth grade students attending private and parochial schools whose parents reside within the public junior high school attendance zone may participate in baseball, basketball, football, soccer, and volleyball provided the private and/or parochial K-8 school is located within the ISD of the UIL junior high school the student would represent, does not have a high school, and does not field a team in the applicable team sport. Students meeting these conditions may not participate in individual sports (cross country, tennis, golf, track and field, swimming) at the UIL member school. Students who do not meet these conditions are not eligible to participate in practices or contests at a UIL member 7th and 8th grade school.

OFFICIAL INTERPRETATIONS:

Section 1209 (b) (3): The intent of Section 1209 (b) (3), Camps by Invitation Only Prohibited, is to prevent student athletes from attending invitational instructional camps where students receive specific sports instruction in baseball, basketball, football, soccer, or volleyball, for the sports in which the student participates in school.

When students from UIL member schools attend a camp where specific sport instruction is given as a group or team, and other participants have been individually invited, it is a violation of this section.

Participation in academic camps or camps with only a tournament or matched play format, where no specific sport instruction is given in baseball, basketball, football, soccer, or volleyball, does not violate Section 1209 (b) (3).

Other provisions in the Constitution and Contest Rules which speak to camps should be changed to reflect the instructional aspect of this interpretation.

Section 1102 (j) (15): District or region committees shall not assess higher fees to selected schools in the district or region than the fees for the same purpose that are assessed to other schools in the same conference.

PLEASE NOTE

The UIL mails 15 issues of The Leaguer to every public high school in Texas. Too often, they all end up in the field house. Vital information regarding every UIL activity is contained in The Leaguer. Please distribute these to coaches and sponsors of all UIL activities, and ask them to pass their copy around. Keep on copy in the library and/or the faculty lounge.

RECOMMENDED DISTRIBUTION

PRINCIPAL	VOLLEYBALL COACH
LIBRARIAN	BASEBALL COACH
ACADEMIC COORDINATOR	GIRLS' BASKETBALL COACH
YEARBOOK/NEWSPAPER ADVISER	BOYS' BASKETBALL COACH
SPEECH DIRECTOR	FOOTBALL COACH
BAND DIRECTOR	GIRLS' TRACK COACH
CHOIR DIRECTOR	BOYS' TRACK COACH
ONE-ACT PLAY DIRECTOR	

OFFICIAL NOTICE

Section 902 (e) (4), page 100. Prose, poetry, L-D debate and OAP may be scheduled during either of the two weeks, or prior to these dates with written approval from the UIL Director.

CROSS-EXAMINATION TEAM DEBATE

Resolved: That the United States government should reduce worldwide pollution through its trade and/or aid policies.

LINCOLN-DOUGLAS DEBATE

Resolution for January through May
Resolved: That mandatory term limitations for federal legislators would be desirable.

RESOLUTION FOR JANUARY - MAY

The second Lincoln-Douglas resolution, to be used through May, will be announced December 15, 1992 and published in the January Leaguer. It will be used for UIL district, regional, and state competition.

ONE ACT PLAY PROBATIONS

The State Executive Committee has placed the following schools on probation for the 1992-93 school year for failure to participate in One-Act Play competition: Dodd City High School, Goodrich High School, Houston Worthing High School, Lamesa Klondike High School, Lenora Grady High School, and Megargel High School; Haskell: Paint Creek HS.

ONE ACT PLAY

The last day for submitting plays NOT on the approved lists for consideration as One-Act Play Contest entries is December 21, not January 15 as listed in Section 1033(b) (7) (A) and (c) (1) (A) of the Constitution and Contest Rules. The last day for requesting additions to the set for the One-Act Play Contest is February 2, not February 14 as listed in Section 1033 (b) (7) (B) and (c) (2) (E) of the Constitution and Contest Rules.

BURBANK HS

The State Executive Committee issued a public reprimand to Mr. Domingo Rangel, former coach at San Antonio Burbank High School, and suspended him from coaching for the remainder of the 1992-93 school year for using ineligible players and allowing a student to play in two football games in the same week. The committee also issued a public reprimand to Mr. Benjamin Salinas, San Antonio High School, for the remainder of the 1992-93 school year for failing to report a violation.

CARTER RIVERSIDE HS

Mr. Sam Rodriguez, former coach at Fort Worth Carter-Riverside High School, was issued a public reprimand by the State Executive Committee for soliciting a grade change for eligibility purposes.

OAKWOOD HS

The State Executive Committee issued a public reprimand to Oakwood High School and placed the school on probation for the remainder of the 1992-93 school year for violation of the Athletic Code.

CHILTON HS

The State Executive Committee issued a public reprimand to Mr. Darrin Bickham, former coach at Chilton High School, and placed him on probation through October 21, 1997, for falsifying documents.

BASKETBALL BRACKETS

Conference A Schools: The brackets for basketball playoffs as previously furnished to you are incorrect. Conference A Schools are to be bracketed by enrollment until the regional tournament for the 1992-93 season as previously passed by the Legislative Council and approved by the State Board.

The recent change passed by the Legislative Council to assign Conference A basketball playoffs geographically from the district level up will not go into effect until the 1993-94 school year, if approved by the State Board of Education.

Corrected brackets will be sent to member schools.

MUSIC MEMORY BULLETIN

Change Official List to read: 3. "Gavotte", 8. First Movement and 16. "Variations on Simple Gifts". Add a repeat sign after the 7th football on the music map, p. 71.

GOODRICH HS

The District 20A Executive Committee issued a public reprimand to Goodrich High School and put the school on probation in cross country through the 1992-93 school year, for allowing an ineligible student to participate.

PRESCRIBED MUSIC LIST

Page 32 - Clarinet Solo Class I: Stamitz-Concerto No. 3 in B-flat Major (play one movement).....MCA

Page 64 - Flute Trio Class I: Kuhlau-Three Grand Trios Op. 86 (play one movement of one trio) (published separately)

Page 66 - Three B-Flat Clarinets Class I: Bouffil-Grand Trio Op. 8 (play two movements)