



UNIVERSITY INTERSCHOLASTIC LEAGUE

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Leaguer

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'We have no place to go'

Private schools looking for membership in UIL

By Bradley Wilson

Managing Editor

Chapter 1. Subchapter A. Section 1. It's the very first thing in the *Constitution and Contest Rules*, the Bible of UIL activities. "The state-wide organization for public elementary and secondary interschool competition in Texas is named the University Interscholastic League."

But if some private school officials and legislators have their way, the UIL membership may soon be open to at least a few private schools.

House Bill 220, introduced by Representative Joe Nixon (R-Houston) for the upcoming 76th session of the Texas Legislature says, "the league may not deny a school the opportunity to participate in an activity sponsored by the league because the school is a private school."

But the issue of private schools joining the UIL is not a new issue. Even back in 1982, speakers requested that the UIL allow students in private and parochial schools to compete against students in public schools "recognizing that acceptance of all rules and regulations would be required as a condition of membership."

However, schoolsuperintendents surveyed in 1984 strongly opposed the membership of private and parochial schools, according to the referendum ballot done in February of 1984. At that time, 89 percent of the superintendents surveyed opposed membership of such schools. Only 11 percent of the superintendents surveyed were for permitting private and parochial schools to compete "as long as they participate in UIL activities in all respects on a substantially equivalent basis as public schools."

"I don't see an avalanche of 500 schools wanting to join the UIL," he said. "(We just want) straight out competition with UIL schools. To my knowledge, we follow all the rules of the UIL right now."

**Philip Postell
Dallas Jesuit HS**

School and Houston's Strake Jesuit College Preparatory School said the few private schools that want to join the UIL want to become "full-fledged" members with "all the opportunities and problems that creates."

In fact, Philip Postell of Dallas

Why the need?

Private school officials such as Steve Koch, athletic director at Dallas' Jesuit College Prep School, maintain that their primary reason for wanting to join is the excessive travel time required to find schools against whom they can compete.

"We have no place to go, no place to compete," Koch said at a meeting with UIL officials Dec. 15. "(We have to travel) 700-800 miles to play a football game some days. We don't know how much longer we can do that."

Father Brian Zinnamon, president of Stake Jesuit College Prep School in Houston, said, "having to travel eliminates our entire student body from going out to see that game."

He cited an example of when students at his school did compete against public school students in water polo, not a UIL sport.

"We have really enjoyed the competition. It's made our program better, and it's made the other programs better."

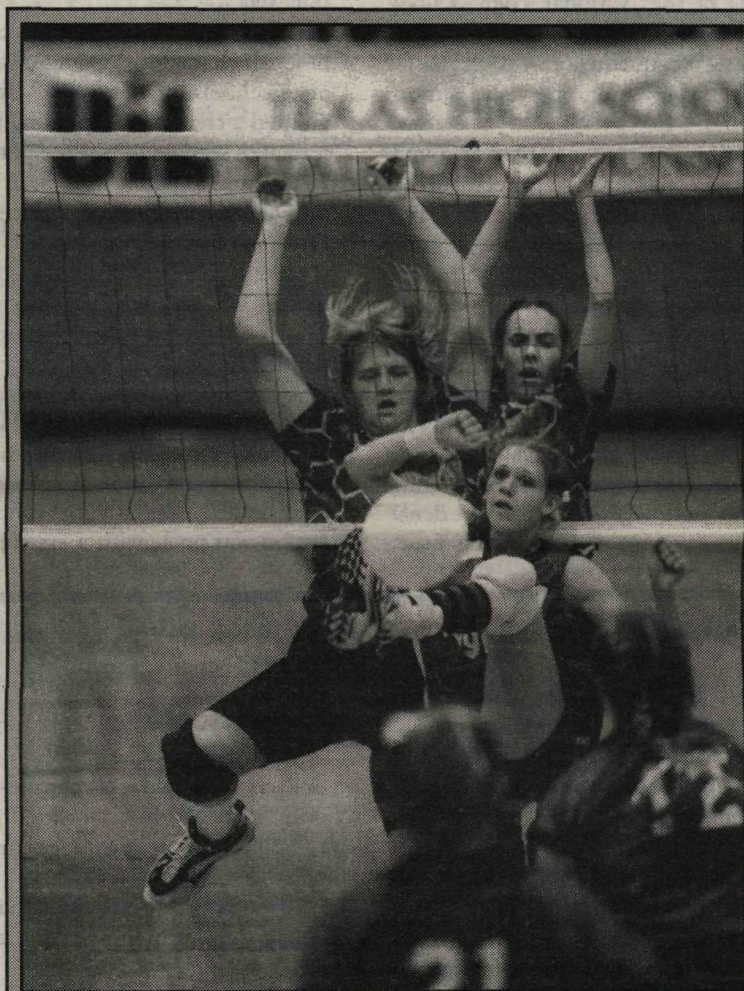
Academic and music programs will also be affected even though the rules governing academic and

music programs are less stringent.

"It will have an impact on academic competition, but I don't see it as anything but a positive impact," UIL Academic Director Bobby Hawthorne said.

And K. Daniel Hinkle representing both Dallas Jesuit College Preparatory

School and Houston's Strake Jesuit College Preparatory School said the few private schools that want to join the UIL want to become "full-fledged" members with "all the opportunities and problems that creates."



RETURN

Players from Southlake Carroll HS receive the ball from Dumas HS players in the state volleyball championships. Dumas advanced from semi-final competition by beating New Braunfels Canyon and ultimately won the state championship. Complete results of the volleyball playoffs are available on the UIL Web site at <http://www.utexas.edu/admin/UIL/>. Photo by Andrew Loehman.

Jesuit High School said he anticipates only about four private schools, all large, all boys schools even wanting to consider membership.

"I don't see an avalanche of 500 schools wanting to join the UIL," he said. "(We just want) straight out competition with UIL schools. To my knowledge, we follow all the rules of the UIL right now."

The rules

Specifically, representatives of the private schools said most smaller private schools could not afford to comply with the rules regarding all

coaches to be full-time employees of the school.

UIL Director Bill Farney said there would also be difficulty enforcing the parent residence rule, awards rules and rules regarding recruitment of students.

"There is an advantage there for private schools," said Farney, who noted that one of the reasons the UIL exists is to provide the opportunity for fair competition among schools.

While Koch conceded that some private schools may accept transfers for athletic purposes, pri-

vate schools that agreed to join the UIL would not be able to accept such transfers.

"In the five years I've been at Dallas Jesuit, we've probably had half a dozen 6-foot players come through the door, and I'll bet that not a one of them has made it past the first step in the admissions process," he said. "If we're following UIL rules, then they can't come to our school just like they can't go to any other school."

Complications

Legislative Council member Charles Herbert said he was also concerned about the "brain drain" private schools can cause.

"What most people will see is that you will be able to get the better students to go to your school," he said.

And special education students also represented a stumbling block for private schools who can choose which students attend their schools based on criteria established by their board of directors.

"Public schools must take any and all students," Farney said.

Nevertheless, 41 states do allow private schools to participate in some fashion in competition with public schools.

Although he conceded that students at his school probably weren't ready for competition with public schools that devote more time toward preparing for such events, Koch said, "it'll be good, healthy competition for our boys."

Bonnie Northcutt, UIL director of policy, said the UIL surveyed 180 private schools in 1996 and only 29 private schools indicated interest in joining the UIL while 33 indicated they were not interested.

Pat Pringle of the Texas Education Agency cited several problems with the proposal that private schools be treated like charter schools. "(Charter schools) have to define their boundaries. They cannot charge tuition regardless of what their cost is above state aide. They are held accountable...the same as all other

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League votes to join National Federation

By Tom Ackerman

Staff Writer



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League members decided to vote on whether to join the National High School Athletic Federation. Although the Federation is primarily athletic, the UIL saw joining as beneficial for the entire League: "With airplane travel, television and radio affecting high school sports as never before, we feel the need of closer contact with other states that are having similar problems."

In April of the same year, League members voted successfully to join.

In other news

- Director of Athletics Rhea Williams attended the annual meeting of the **National High School Athletic Federation**. Subjects discussed included extending athletic programs to a year-round basis, televising competitions, and using visual aids in sports education.
- **Slide rule training** was recommended as sound career training by Leonardt Kreisle, director of the Slide Rule Contest for the League. He suggested that slide rules offered the advantage of a "great decrease in calculating time" over longhand work. The disadvantage was noted as "extreme dependency."
- Numerous high school newspapers gave "full and varied discussions" of whether 18-year olds should be given the **right to vote**. The trend in editorial pieces began with the *Austin Maroon* of Austin High School and the timely subject soon became widespread in editorial pieces statewide. The *Bonhi* gave front page coverage to the voting issue,

50 Years Ago

January/February 1949

coming out strongly in favor of changing the age. In random interviews, however, students were "evenly divided."

- By January, the League had received **Music Acceptance Cards** from 511 schools, allowing them to participate in any of the regional music competitions. Cards from 303 schools still needed to be renewed.
- The State Executive Committee approved a **state baseball championship** for AA and City Conference schools. Conference A schools were also granted a championship, using the same general format as was used for regional football.
- In response to public interest in organizing **grade school meets**, the State Office announced the creation of 98 separate districts for grade school competition. The original group of schools included 338 grade schools, with one principal acting as chairman. County boundaries generally defined the districts.
- The League's proposed **debate** question was another timely subject: water and soil conservation. Agricultural yield in Texas was nearly the worst in the country and thousands of acres of topsoil had been eroded. Similarly, the state of water conservation was poor, with a system of conservation

dams barely started. Another proposed topic was ending the electoral college system of choosing presidents, using instead a direct vote of the people.

- The League gained statewide **radio coverage** when a Texas network carried a special broadcast of four students from Dallas and Houston debating the League's severance tax question: "Resolved, that the State of Texas should increase the severance tax on its natural resources." In a listener poll after the debate, the public sided heavily for the affirmative.
- More than 40,000 Texas high school **musicians** participated in orchestra, band and choral events.
- Region III Meet Director Dr. C.L. Wiseman gave his "**formula for success**" in organizing such a large affair as a regional meet. His tips included picking the best directors and the best judges, maintaining good communication, and keeping your people with you from year to year.
- Taking their team to Philadelphia, the **Texas Girls' Tennis Team** brought back a Sears Bowl trophy, the highest honor for intersectional play. The tennis team consisted of five girls, representing schools in Dallas, Fort Worth, Tyler and Austin.
- A 30-station network agreed to carry the **State Championship Basketball Tournament** in March. This included several stations doing play-by-play coverage.
- Officials for State Basketball Tournament in March decided to introduce a "**new glass backboard**" to the public. The new backboard promised "perfect visibility" from all parts of the gymnasium and had orange rims; no more blind spots for the fans and easier targets to shoot at.

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public schools."

While some private school representatives tried to apply the rules for magnet schools to private schools, Herbert, a former student in private schools, said this analogy really doesn't work.

"There is a tremendous amount of difference in philosophy between a magnet school and the traditional parochial school," he said.

Northcutt said the differences are also in how the schools are created.

"Many magnet schools are created for special academic purposes, have an optional attendance zone, and require students to attend at the first opportunity, usually their freshman year," she said. "In many cases, the students go back to their home campus for athletics. They cannot represent more than one

school. When they go to a charter school, they represent the charter school."

Home schools

Further, Pringle said opening membership to private schools would also open membership to home schooled students thanks to legal precedent which says "home schools are to be considered private schools."

"If you pass this bill, then you will have home schoolers standing in line because of that legal designation."

Noting that private schools have not been members of the UIL since 1918 when there was an academy division in the UIL, Farney said the decision to allow private schools to compete against public schools rests with the public school superintendents.

"The public school superintendents are the ones who have to make the decision," he said. "They are reluctant to do so."

But, as UIL athletic director Charles Breithaupt noted, "our organization is a conservative organization — and for good reason. Those things that have changed, changed with society. They keep coming back. They give us a different way to look at things."

With House Bill 220 relating to participation in UIL-sponsored activities for private schools pending in the upcoming session of the Legislature, maybe society has changed.

With society changing and other proposals such as school vouchers being introduced for consideration in the House and Senate, it's hard to envision how that opening statement of the *Constitution and Contest Rules* is going to read in a few years.

Leaguer

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ILPC Convention covers all aspects of journalism

Perhaps you've never attended a state journalism convention, never had your yearbook or newspaper rated, never entered your students in one of the clip contests.

Perhaps now is the time to start. And there's no better way to get your feet wet than to attend the ILPC state convention, April 17-18 at The University of Texas at Austin. The convention features 100-plus instructional sessions on all aspects of scholastic media: newspapers and yearbooks, photography, desktop publishing, law and ethics, and communications careers. More than 1,700 students and teachers attend annually, and it is widely recognized as one of the nation's finest conventions of its type, primarily because of the quality of the program. This year's list of headline speakers is as strong as any in memory. Each are popular instructors at workshops and conventions nationwide. All have been thoroughly pedigreed by the various scholastic press associations. All have advised Gold Crown and Pacemaker-winning publications. All of them are fun and personable. They include:

- **DAVID KNIGHT**, who directs the newspaper sequence of the Gloria Shields All-American Publications Workshop in Dallas. A former South Carolina adviser whose staffs won a slew of awards, he's the Jeff Foxworthy of scholastic journalism.
- **JIM JORDAN**, who advises the *Decamphian* yearbook at Del Campo High School in Fair Oaks, CA. He was named the 1996 National Yearbook Adviser of the Year. He has advised yearbook staffs for 13 of his 18 years as a teacher. In 1994, the *Decamphian* was inducted into the NSPA Hall of Fame.
- **KATHY DALY** teaches at Overland High School in Aurora, CO where she advises *The Trail*, which has won 12 consecutive NSPA All-America ratings. She is advising her 22nd publication. Daly teaches at workshops from Hawaii to New York. She was the 1995 Colorado Journalism Teacher of the Year. In 1996, she was named a JEA National Distinguished Yearbook Adviser.
- **DAVE STEDWELL**, associate professor of graphic communication, teaches photojournalism and visual communication at Marycrest International University in Davenport, Iowa. In addition to his teaching assignments, he advises print and on-line student newspapers and a student magazine. He is the author of a photo text, *A Guide For The Yearbook Photographer*.
- **BETSY POLLARD RAU** advises publications at Dow High School in Midland, Michigan, directs the Michigan Interscholastic Press Association summer publications workshop, judges yearbooks for several state and national associations including ILPC, and is active in state and national JEA activities. She is also a visiting instructor in journalism for Michigan State University.
- **TERRY NELSON** advises publications at Muncie Central High School in Muncie, Indiana. Her student publications have received NSPA's Multicultural Award, Quill & Scroll's George Gallup Award and CSPA's Gold Crown. She is also author of the textbook, *Yearbook Photography*.

Contests can be fun or misery A matter of attitude

Know what I most like about UIL journalism coaches? They're nice to each other, especially at district meets.

Generally, UIL journalism contests are fun, and coaches have a good time, even if their students don't win. They enjoy these rare opportunities to get together with others of their tribe to compare notes about administrators and yearbook publishers, gripe about their newspaper rating, peddle classroom war stories and wonder what the heck they're doing chasing all these kids around, 12 hours a day, six days a week.

They don't expect answers or epiphanies. They just appreciate the opportunity to get it off their chests to people who've been there, done that.

They also enjoy watching their students compete. The thrill of victory, agony of defeat. All that cliché stuff. Several years ago, the defending state news writing champion didn't make it out of district. The adviser never said a word, other than, "He musta had one of those days."

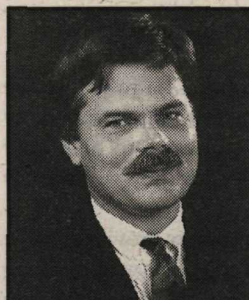
Year-in, year-out, brilliant young reporters and editors who win every scholastic journalism award imaginable go belly up at district, losing to a moonstruck sophomore from some school whose newspaper looks and reads like a dime store circular.

That's how it goes. As often as not, the defending champ goes down in flames. Some new kid emerges from the ashes. And though I've judged a hundred or so invitational and district meets over the years, I've yet to hear one cross word between journalism advisers, which is not to say that there haven't been a few. They get riled when they discover that the entries were mishandled or judged by incompetents, or that the home ec kids served tuna sandwiches on white bread instead of the lasagna they've come to expect. Short of that, they tend to sit with their students or other advisers, chatting or reading, nibbling junk food and waiting to celebrate or console.

I love UIL season. But this sentiment isn't universally shared by all coaches in all events. Some seem to hate it. They've grown to despise the backstabbing, the quibbling, the gossiping, the petty whining that comes when adults lose sight of the purpose of these competitions. They go to district or region, expecting the judges to ream them again. Their students buy into the "us against the world" mentality, and win or lose, they leave the meet feeling cheated.

It's shameful.

We all want to win. I appreciate that. We should all expect that the meets will run efficiently and competently, that hosts will be cordial, and judges will be knowledgeable and fair. You and your students have worked all year long. You deserve no less. And can have it. But it won't happen by accident or sheer luck. If you want your district meet to run without a hitch, you must do what's necessary to see that it runs smoothly.



Bobby Hawthorne
Academic Director

That may mean helping secure judges or simply serving as a resource person to a first-year teacher who will direct a speech or math contest.

But it's more than that. If you want you and your students to have a positive experience, you have to help create it.

Part of that might be adjusting your attitude about the competition. I'm not going to preach here. If you need to read one of those "be a good sport and don't make any noise" columns, plenty of them have been written in the *Leaguer* over the years. Find one.

I'll just ask that you consider this: On Jan. 12, the *Dallas Morning News* ran an article called "Gender Gap." It dealt with the wide disparity among girls basketball programs in the Metroplex. One team annihilated another, 103-0. It made national news. I'm sure the girls involved—both sides—were embarrassed by the score. But I was heartened by a quote from another young athlete, whose team had just fallen, 88-10. "It shouldn't be all about winning," she said. "We're here to learn."

In other news

- Still-to-be-named members of a panel will meet soon to examine the academic point schedule, conflict pattern, post-district representation, and proposals to add contests in economics, geography and foreign language. Information will be disseminated as soon as it becomes available. Panel recommendations will go to the Legislative Council's Academic Committee, which meets in June.
- My suggestion that 4A and 5A schools advance first and second place academic teams elicited several responses, pro and con. For example: "As I'm sure many folks have already pointed out to you, 3A and 2A now have 3 teams in playoffs and 1A has a Six-Man division! Don't get me wrong, I'm not for it! Also, your point about more students in 4A/5A schools is valid. Though there are fewer students in the smaller schools in Texas, there are more small schools than larger ones. Our kids' only real chance for competition is through UIL. We don't have the manpower to do sports, music and academics at the same time. Our kids do everything and rarely have the time for things like TFA and the other area-specific competitions. Having more participants in UIL gives more of them experience and access to these much-needed activities. As far as the scholarships and trophies go, who cares? It is not like you are spending an arm and a leg for trophies! Scholarships should be awarded on merit only, regardless of school classification. Just a few thoughts from a 3A person who really does appreciate your column!"
- By the time you read this, Bradley Wilson will be the executive director of the National Press Photographers Association. That's the gamble you take when hiring immensely talented, productive people. Others want them as well. Bradley has done an extraordinary job the past two years, particularly with the elementary and junior high program. His legacy is the *Spring Meet Manual*, the *Academic Coordinator's Handbook* and the *A+ Handbook*. And he will be greatly missed by Texas school journalists. Thanks for everything, Brad. Hook-'em.

ILPC Convention

Who: all-comers.
ILPC membership not required.

What: one of the nation's largest high school press association conventions

When: April 17-18

Where: UT-Austin

Why: to hear informative and inspiring lecturers, enjoy fellowship of other journalism instructors, catch up on trends in the industry, tour exhibits, attend awards ceremonies and TAFE business meetings, and enjoy Austin.

How much: \$15 per delegate; \$20 on-site and non-ILPC members

For more information and registration packets, contact ILPC, Box 8028, Austin, TX 78713; call the ILPC office at 512/471-5883; e-mail Bobby Hawthorne at bhawthorne@mail.utexas.edu

or Nelly Valadez at nellyv@mail.utexas.edu

Read, write and analyze essays to improve ready writing skills

By Karen Werkenthin

UIL Reading Writing Director

Have fun. Help ready writers realize they won't always win. They may never win, but they will become better writers for having competed. And not just better writers for school, but better writers for life.

By the time of publication, it's halfway into the school year, and the UIL competition season rapidly approaches. Here are some strategies to help your ready writers meet the challenges they will shortly face.

- Study last year's contest prompts provided at the end of the article and/or at the UIL's website along with the prompts provided in the Ready Writing Handbook. Determine broad categories the prompts fall into such as sociology, psychology, family and lifestyle, role models and heroes, etc. If you haven't already done so, create files for each of these categories. Encourage your ready writers to find articles related to these categories and keep them in the files. Ready writing prompts deal with timeless rather than timely topics and won't change much from year to year.
- Ensure that your ready writers are reading good, challenging books and provide ample opportunities to discuss ways to use them in their contest essays.
- Together analyze past winning essays provided in the handbook (and at the fall Student Activities Conferences) to determine what makes them effective. Also, study examples of professional writer's expository essays.
- Allow your ready writers to develop a distinctive voice, to take risks with their writing, to trust their own styles, to break away from formulaic writing. And the only way they can break the mold is if they know the "mold" first. They must have a solid foundation in what good writing means.
- Get them to invitational meets for practice.
- Meet once or twice a week for 30 minutes and discuss prompts and responses. Most ready writers (and coaches) haven't the time or motivation to

Ready writing topics from 1998

INVITATIONAL A

Topic I • "Americans are used to thinking that law and order is threatened mainly by stereotypical violent crime. When the foundations of U.S. law have actually been shaken, however, it has always been because ordinary law-abiding citizens took to skirting the law." – Frank Tippet, "A Red Light for Scofflaws," *Time*, January 24, 1983

Topic II • "You think that everything is lost and nobody believes in anything that is healthy anymore and all of a sudden you find this faithful remnant of hope. It's like my mother said, always look for the helpers. At the edge of any disaster, you will find them." – Mister Rogers, quoted in *The Web of Life*, by Richard Louv, 1996

INVITATIONAL B

Topic I • "There is nothing like good literature to help us detect the roots of the cruelty human beings can unleash."

Mario Vargas Llosa, "With Pens Drawn," *Utne Reader*, September-October, 1997

Topic II • "Many athletes live in an atmosphere of permanent exemption — exemption from all the rules and rigors of academic life. Not surprisingly, some

young people come to think they are exempt also from physiological limits. 'Cocaine? Can't hurt me.'" – George Will, "Our Schools for Scandal," *Newsweek*, Sept. 15, 1986

DISTRICT 1

Topic I • "The Bill of Rights guarantees the freedom of expression and encourages behaviors that under a monarchy or a despot would be seen as dangerous, eccentric, selfish, or disloyal. The Americans sum up those attitudes under the rubric of individualism." Lewis H. Lapham, "Old Glory," *Harper's Magazine*, September 1989

Topic II • "When people wish to attach, they should always be ignorant. To come with a well-informed mind is to come with an ability of administering to the vanity of others, which a sensible person would always wish to avoid. A woman, especially, if she have the misfortune of knowing any thing, should conceal it as well as she can." – Jane Austen, *Northanger Abbey*, 1818

Additional topics from 1998 are available on the UIL Web site at <http://www.utexas.edu/admin/UIL/>

come in and write all the time. In fact, that "training" method usually causes burnout or high levels of stress, neither of which produces successful essays.

- Guide Ready Writers to a clear understanding of what "expository" writing entails. A quick way to explain it is to tell them that this kind of writing focuses on the *subject*. If the writing focuses on the audience, then it's persuasive writing. If it focuses on the author, then it's memoir writing. Another tip is to tell them to watch their verbs—if they catch themselves using "should," "ought," "might," (for example), then they are drifting into persua-

sive writing.

- Have them aim for 1,000-word essays. In earlier years of this contest, 1,000 words was a requirement. It is still a good standard for ready writers to aim for. Anything much less than that length usually isn't well developed or interesting.
- Have fun. Help ready writers realize they won't always win. They may never win, but they will become better writers for having competed. And not just better writers for school, but better writers for life.

[Karen Werkenthin can be reached via e-mail at kwerkenthin@hotmail.com.—ed]

1999-2000 Literary Criticism reading list

Fiction

Things Fall Apart by Chinua Achebe

Any unabridged edition is acceptable.

ORDERING INFORMATION: ISBN 0-8392-1113-9. Doubleday-Anchor. 1-800-223-6834. List price: \$7.95

Poetry

Selected Poems by William Wordsworth

Any unabridged printing of the poems is acceptable. All of the selected Wordsworth Poems are found in *The Mentor Book of Major American Poets*. Edited by Oscar Williams. NAL Dutton. 1-800-331-4624. List price: \$7.99

1. Daffodils
2. A Slumber Did My Spirit Seal
3. She Dwelt Among the Untrodden Ways
4. The Rainbow
5. The Solitary Reaper
6. She Was a Phantom of Delight
7. London, 1802
8. When I have Borne in Memory
9. Where Lies the Land
10. Mutability
11. Surprised by Joy
12. Great Men Have Been Among Us
13. It Is a Beauteous Evening
14. The World Is Too Much With Us
15. Composed upon Westminster Bridge
16. September, 1802: Near Dover
17. Intimations of Immortality
18. Tintern Abbey

Drama

The Glass Menagerie

by Tennessee Williams

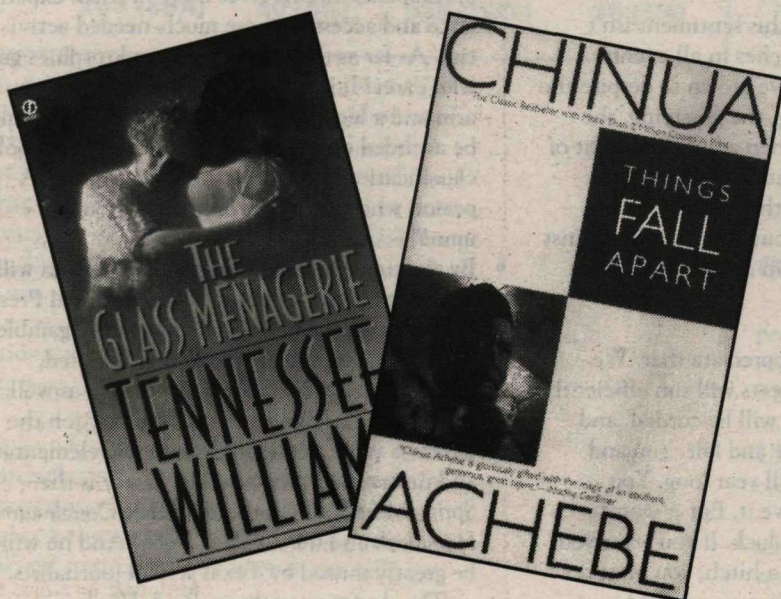
Any unabridged edition is acceptable.

ORDERING INFORMATION: ISBN 0-451-16636-1, NAL Dutton. 1-800-331-4624. List price: \$5.99

Reference

Authority for test items on Literary History and Terms: *A Handbook to Literature*, 7th ed., Prentice Hall, 1996. Edited by C. Hugh Holman and William Harmon. ISBN 0-13-234782-2. This book is available *only* through book stores and Prentice Hall. Call 1-800-350-3693. (The 8th edition is planned for Winter, 2000.)

Send your comments regarding the 1999-2000 reading list to Fred Tarpley via UIL director Bobby Hawthorne at bhawthorne@mail.utexas.edu.



A speech refresher for novice and old-timers

One of my colleagues jolted my senses by reminding me of the mindset of this year's crop of incoming college freshmen. The Vietnam War is as ancient history to them as World Wars I and II; they only really remember one president; and they've never seen Larry Bird (my personal all-time favorite) play. Most have never seen a black-and-white television set, and though they may have heard of an eight-track, they probably never actually heard one. Atari pre-dates them, the Tonight Show has always been with Jay Leno, and they never took a swim and thought of *Jaws*. They can't imagine hard contact lenses nor cooking popcorn, anywhere but in the microwave. I'm floored that they don't care who shot J.R. because they don't have a clue who he was!

Did my friend succeed in making me feel old? Definitely.

But she also made me start thinking about the younger speech/debate coaches who haven't been around since the dinosaur age and who might not have cut their baby teeth on UIL. For them, here's a review of important things to know with UIL debate competition now upon us!

- Entry deadline is at least 10 calendar days prior to the district meet.
- If fewer than eight teams are entered in district competition, each school may enter a fourth team.
- A debater must choose between entering CX debate or Lincoln-Douglas debate, just as interpers must choose between prose and poetry, and extempers may enter only informative or persuasive in the spring meet.
- District winners must be confirmed with the League office no later than 10 calendar days after the conclusion of the district competition, or Feb. 22, whichever is sooner.
- In districts with fewer than a total of eight teams competing, the second place team advances to state only if they have competed in a minimum of eight competitive interschool debate rounds this academic school year prior to the district certification deadline, which is Feb. 25. Certification forms are included in the Winner's Packet and must be signed by the district meet contest direct, debate coach, and principal. (If you're the third place winner in one of these districts and plan to attend the State Meet as alternate, be sure to have your certification form with you, just in case you get to debate.)
- All schools that qualify for the State CX Meet must provide one experienced judge for each team they qualify. Be prepared before you enter CX competition. Your team(s) just might win. Coaches of winning teams must pick up a Debate Coaches Packet from the contest director before leaving the meet. Read it immediately. This packet contains judging forms required in the League office no later than Feb. 25. I suggest you forward them to us as soon as your district meet is over so you don't forget or misplace them.
- Scouting is a violation of UIL rules. Although



Jana Riggins
Assistant Academic Director

debates are public, only the judge and the four debaters competing may take notes in the round, unless it is the final debate determining first and second place or third and fourth place.

- Prompting is not allowed. Prompting includes a partner handing notes to his teammate who has the floor speaking. It also includes instructions or information passed along via voice either by the partner or audience member. Time signals are not considered prompting.
- Currently, the UIL standard for on-line source citation follows that of the National Forensic League, conforming to the Modern Language Association (MLA) standard which includes the following elements: (1) Name of the author (if given) (2) Title of the material accessed (in quotation marks); (3) Date of the material (if given) (4) Title of the database (underlined); (5) Publication medium (Online); (6) Name of the computer service (Internet); and (7) Date of access. (*Rostrum*, 1997, p.8) In addition to these elements of the citation, debaters are expected to list the author's qualifications (professor, staff writer, etc.) Though the MLA standard does not require the listing of the URL, it is also an excellent idea to record the URL. What should be read in the round is the same as for other types of evidence (author name, qualification, date, publication source — which in this case would be the Internet).
- The ballot this year is a 30-point ballot, rather than 20, as in the past.
- Communication with the judge, audience, and debate colleagues is emphasized in UIL and the speaker points on the ballot reflect this philosophy, as well as instructions to UIL judges.

Sunday participation

Finally, one rule that bears some discussion is "Sunday participation." Refer to the *Constitution and Contest Rules*, Section 900: High School Spring Meet Plan, (b), page 53. Explanation is also included in the '98-'99 TEA/UIL Side-By-Side on page 10. UIL rules prohibit interschool athletic, academic and fine arts competition on Sunday. Exceptions due to hardship are listed in the C&CR. For school-sanctioned academic and fine arts competitions other than UIL district, regional, and state, exceptions are also included which allow school district personnel to instruct and accompany high school students to two competitions on Sunday during a school year, if approved by the superintendent or designated administrator, and if the contest is sponsored by a college or university.

The State Executive Committee ruled last spring that if students enter a tournament with competition scheduled to extend into Sunday, it counts as one of the two allowable Sundays, even if they do not continue competing on Sunday. Therefore, if students wish to compete in UIL contests, they may only represent their school in two Sunday tournaments.

Good refresher

Excitement is always in the air when spring semester rolls around and UIL competition commences. Hopefully, these reminders will prove helpful for successful UIL debate competition. Come to think of it — I guess it doesn't hurt to refresh the memories of those of us dinosaurs who once owned "record players" and TV sets without remote control, either. Good luck at district.

LD Debate Look at topic from all angles

By Larry McCarty

Tom Moore HS

RESOLVED: Freedom of expression via the Internet ought to be valued above government regulation of that medium.

This resolution provides a great opportunity for all of us to better understand the issues involved in a subject that could not be more timely. The judicial system, lawmakers, law enforcement officials and the general public are struggling to place this new exploding medium, the Internet, within a manageable framework. The range of arguments to consider can inspire very productive brainstorming sessions for your debaters, and you can conduct thorough research with a minimum of resources.

The core of this resolution is focused on the relationship between the Internet and free expression. Moreover, arguments about the role of government in general should be considered. Each of these primary areas for debate warrant evaluation.

The concept of the Internet actually came from the United States government. While searching for an effective means of communicating between various levels in the Defense Department during the late 1960s, military leaders became instrumental in initiating a program that began an extensive computer and communications network which ultimately became the Internet.

This obscure experiment quickly crossed over into the civilian sector and by 1973, international connections were established between the United States, Norway, and Britain. As of mid-1998, an estimated 57 million Americans (one-fifth of the total U.S. population), had become users of the World Wide Web, with a collection of over 30 million documents available on the Internet. The network has expanded into at least 160 nations with international users doubling on the average of once per year for the last several years.

Experts estimate that by 2001 users will number over 100 million in Europe and 30 million in Asia.

Internet uses

Private citizens, government, and business organizations all use the Internet for three major reasons, the most fundamental being communication. Internet access provides individuals the ability to instantly send documents from one computer to another, to create their own web pages for world perusal, and to communicate directly with others whether in the same neighborhood or in a different nation. Electronic mail (e-mail) allows the establishment of an on-line mailbox and is rapidly becoming one of the most popular forms of communication. A number of commercial on-line companies provide free e-mail accounts, thus ensuring themselves viewers for advertisement. Live exchange in the form of "chat lines" or "chat networks" has become nearly as popular as e-mail.

continued on page 6

Larry McCarty on L-D Debate

continued
from page 5

Give yourself plenty of time for research. The resolution will challenge you, and it will allow you the opportunity to have fun with a terrific topic.

Government interest in the Internet has grown at a pace comparable to private use. Military leaders maintain their claim to the Internet with its enhanced communication and the possibility of quick, relatively secure transmission of information. The government also uses the Internet for administrative purposes in virtually all of its major agencies and bureaus. Political leaders can now issue directives, share ideas, procure materials and conduct many of the daily affairs of business via the Internet.

Government has its hand in the promotion of Internet use, too. Vice President Al Gore, whose father was a leader in developing our nation's system of interstate highways during the 1950s, has become a leading advocate and supporter of the "information superhighway." Gore's vision, shared by fellow members of the political community from both major political parties, entails having two-way video signals in every American home by the year 2015.

Additionally, government leaders hope to increase access and quality of service in the educational realm. Thousands of schools from elementary through graduate level universities have on-line access today, but hardware shortages and the quality of the network continue to be developed. Some estimates claim an Internet in the near future so fast that volumes of data can be transmitted in a matter of seconds. Public school libraries reduce space allowed for books to increase space for computer hardware because of online research and reading. Since proposals for government spending for development can often be quite costly, many political leaders suggest private investment as the most effective way for Internet expansion.

Commercial businesses too have witnessed their share in major growth of Internet activity. Business organizations communicate with one another and the Internet makes economic transactions possible. More importantly, individual consumers can now obtain almost anything from computer equipment to clothes, food, and gifts online. And the number of online shoppers increased significantly during the '98 Christmas season, a season which included an overall increase in spending and a slight drop in crowds at the malls.

Freedom of expression

Freedom of expression holds just as much importance to this resolution, one of the aspects of this topic that I find particularly appealing. Not only do we get the chance to argue issues related to the Internet, we also get to address a traditional and long-standing American value, freedom of expression.

Although references to this issue are commonplace throughout the history of political literature, the American treatment of the subject, particularly in the *Bill of Rights*, was unique and even copied by numerous other nations. In 1787, the Founding Fathers gathered in Philadelphia to produce what has become a truly landmark document, the *United States Constitution*. Although this document was written by

some of the most highly respected individuals in the world, skepticism of an overzealous and powerful government prevailed. Out of this attitude, the authors wrote a set of 10 amendments — the *Bill of Rights* — to the original *Constitution* as a means to check the power of the national government and to protect fundamental rights of citizens.

The American concept of *freedom of expression* finds solid grounding in the First Amendment that states that "Congress shall make no law...abridging the freedom of speech." Although the resolution uses the term *expression* and not *speech*, and although *expression* may be considered a more general concept than *speech*, you may reasonably assume the two terms are closely related. One definition of *expression* claims it to be communication of an idea or emotion portrayed by way of speech, movement, art or music.

Court cases at all levels have evaluated instances of expression from outside the bounds of speech, including burning flags, wearing black arms bands and performance art according to the extent to which they are protected or not protected by the First Amendment.

Remember that the courts do not consider the freedom of speech an absolute right. The United States Supreme Court has identified several forms of speech that are not protected, providing some guiding principles over the years. Some examples of these limits include the following: The Bad Tendency Doctrine established by the *Gitlow v. New York* case ruled that speech which could cause a bad tendency for American society is not protected. Another such proclamation, the Clear and Present Danger Doctrine, resulting from *Schneck v. United States*, said that speech clearly presenting a danger to the United States is not protected.

Finally, the Preferred Position Doctrine, established in the 1940s, elevates a political expression to a special position of protection from laws and regulations that would impose limits. The *Tinker v. Des Moines Independent School District* case in 1969 in which a student's right to wear a black arm band to protest the Vietnam War was upheld because it represented political expression. During the time since this ruling, various cases dealing with the general expression issues, especially those of high school students, have not received judicial support because the specific expression in question was not political in nature.

You can draw two conclusions from reviewing these cases. One, the Supreme Court has stopped well short of establishing absolute principles regarding the First Amendment. Second, political expression comes the closest to any form of an absolute right.

Locate some specific controversies that fit within the parameters of this resolution. The most direct judicial conflict dealing with information on the Internet came in the Supreme Court case of *Reno v. ACLU*, decided in 1997. At issue in this case was the

Communications Decency Act (CDA) of 1996. This federal law provided an elaborate set of standards to be used in regulating information transmitted via the Internet. Soon after its enactment, cases began to appear in federal courts claiming that the law infringed on First Amendment rights. In a series of rulings by lower courts and ultimately the United States Supreme Court, the CDA was ruled unconstitutional. Today, in spite of previous judicial rulings, Congress and state legislatures regularly attempt to pass new legislation to limit information allowed on the Internet.

Other issues

Defamation of character, an issue often evaluated in the news during 1998, is also relevant to this resolution. In terms of business use of the Internet, matters of honesty and fair business practice have emerged. The right of public schools or public libraries to limit access to specific sites or kinds of information will likely be debated in both courts and legislative bodies. In a very general sense, this topic can be interpreted to place community and individual interests in direct conflict, posing outstanding potential for LD debate.

Supporters who want to allow unlimited information on the Internet claim that the World Wide Web offers the ultimate in opportunity for international communication and dialogue. This group strongly urges that regulations be avoided whenever possible in order to allow the medium to develop to the fullest potential possible. On the other hand, another equally vocal group claims regulation necessary to properly shape and guide the direction of Internet development and use.

Begin searching

When searching for information about the topic, begin by looking at the issues of the resolution without the term Internet. In other words, search for information related to government regulation of freedom of expression. After exhausting this avenue, move on to information specifically related to the modern computer technology and the role of the Internet. Finally, consider some of the related philosophy for some valuable ideas. John Locke's ideas about the Social Contract, John Stuart Mill's discussion of the marketplace of ideas, and contemporary political literature related to constitutional issues should all prove helpful.

Give yourself plenty of time for research. The resolution will challenge you, and it will allow you the opportunity to have fun with a terrific topic.

Larry McCarty is co-author of the *UIL Lincoln-Douglas Debate Handbook* and has coached eight state speech and debate champions as well as nine medalists at the State Meet. He currently chairs the Social Studies Department at Tom Moore High School in Ingram. His article provides personal insight and research suggestions for the spring UIL LD topic.

Informative Topics

1. What's happening in the talks between leftist guerrillas and the Colombian government?
2. What is Gore's "smart growth" plan all about?
3. Who is William Rehnquist?
4. What has been the initial response to the euro?
5. How is Panama making preparations for the canal takeover?
6. Y2K: What kind of preparation is being made?
7. What is the current political condition of Nicaragua?
8. The government's antitrust case against Microsoft: What is Gate's defense?
9. Olympic site selection procedures: What have inquiries revealed?
10. Five years after NAFTA: What are the results?
11. Why are Indonesians taking to the streets?
12. What impact have Clinton's scandals had on foreign policy?

Persuasive Topics

1. Who should be Time's Person of the Century?
2. How safe are America's commercial airlines?
3. Will South Africa be pivotal in ending civil war in Sri Lanka?
4. Could Elizabeth Dole make a strong running for the Presidency?
5. Are computer web sites becoming a threat to be regulated?
6. What does the future hold for Kosovo?
7. Is Clinton's proposal to increase defense spending justified?
8. Can the American people's trust in the media be restored?
9. Are charter schools living up to their claims?
10. Airstrikes on Iraq: What was accomplished?
11. Do recent changes in U.S. policy toward Cuba go far enough?
12. What can the outside world do to bring an end to the death toll in Sudan?

Customer service sometimes frustrating; a part of everything done at UIL

My first *Leaguer* column was about customer service. "At the UIL, our customers are the students, first, then the instructors, coaches, parents and administrators. Don't let us forget that."

So it's only fitting that my last *Leaguer* column be on the same topic.

Rest-assured, during the last 18 months, the students, parents, coaches and administrators have constantly reminded me who we're here to serve. No confusion about that. And we've done a pretty good job of fulfilling that goal

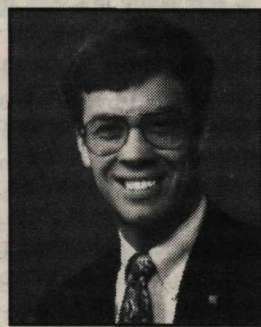
- with a summer workshop that included elementary/junior high coordinators and a "vendor show" for the first time;
- with a revised, user-friendly set of printed materials, particularly a new *A+ Handbook*;
- with a Web page that answers over three-fourths of the questions callers ask;
- with a listserv allowing elementary/junior high coordinators to communicate in a timely fashion; and
- with changes and revisions to contests that benefit all of the thousands and thousands of students competing.

However, we've also created some confusion — most of which, quite frankly, could be cleared up if coaches/coordinators would just read the handbook.

Music memory

To order the curriculum materials (i.e. the former *Bass Clef Bulletin* or *Music Memory Bulletin*) for this contest, contact Art Education Ideas. See page 77 of the *A+ Handbook*. Sue Snyder will be glad to help you. The bulletin is packaged with the CD for around \$60. It is not available from the UIL as it has been in the past years.

You do not need the curriculum materials for the contest which only covers recognizing the name of



Bradley Wilson
Assistant Academic Director

the major work, the name of the selection and the name of the composer. Only the official list as posted on the UIL's Web site has the proper selections.

You can order a package of seven tapes (one for the coach and one for six students) for around \$50 from Brack May at Avant Recordings.

I have asked Sue to consider selling the bulletin separately from the compact disc, but apparently this is not financially feasible. She's working on ways to help schools cut costs and realizes that \$60/year may prevent some schools from competing.

Next year's music list is complete thanks to the work of Sue, Brack and Mollie Tower. The folks at Art Education Ideas and Avant Recordings have already begun securing the rights to produce recordings for next year. The list should be published on the Web later this spring for schools that want to begin compiling their own recordings.

Dictionary

No, we are not switching dictionaries next year. I don't see any reason not to continue using both the *Intermediate* and *Collegiate* dictionaries next year. This proved successful this year and only meant a little more work for Ramona Heard. She worked hard to ensure that the test is compatible with both dictionaries, again providing a quality service for all the schools in Texas.

However, if you're in the position of buying new dictionaries, move to a grade-level appropriate dictionary (i.e. the *Intermediate* dictionary). We've received very good feedback on that book and good support from Merriam-Webster's and Texas Educational Paperbacks on the use of the book.

Science

Yes, we have moved to Science I and II this year — as the UIL began announcing well over a year ago, to keep the contests in line with changes in the state curriculum. A previous article in the *Leaguer* covered all these changes.

Unfortunately, any time the UIL makes a change, we have difficulty providing practice material for the new contest. The study materials packets are copies of last year's contests. Clearly, there is no "last year's" contest for Science I and II. However, both seventh

and eighth graders would be well-served by studying both last year's Earth and Life Science tests as this year's test with cover both areas.

Art

Elizabeth Bartlett and Jan Nimmo working in consultation with Karen Pope have already begun selecting art works for next year's art contest. Next year is the first year of a two-year cycle and the UIL will produce a new *Art Smart Bulletin* this spring. If the State Board of Education passes the changes recommended by the Legislative Council, this new bulletin will include works from the National Gallery and other selected Texas museums, not just the Amon Carter Museum. Good move. Gives more students to actually see the works in museums. Good customer service.

Maps, Graphs & Charts

We have received tremendous, positive response on the *Nystrom Desk Atlas*. It will continue to be the official atlas for the near future. We've also received tremendous support from the folks at Nystrom. I suspect we can suspect some revisions in the book in the near future. After all, the world has changed. Contest director Elizabeth Bartlett will keep on top of this and will work with UIL officials to keep things flowing smoothly.

Summer workshop

Pretty much everything else is on track. The revisions to the *A+ Handbook* are substantially complete and the printed version should be available at this year's summer workshop for academic coordinators and speech coaches which will be July 9-10 at UT-Austin. You should expect even more programming for the elementary/junior high folks including a pre-conference workshop much like we've done for speech coaches. You asked for it. It's good service.

Fine

By the time you read this, I will have started my new job in Durham, North Carolina as the executive director of the National Press Photographers Association. Wish me luck. I'll miss Texas so keep in touch via e-mail: wilsonbrad@aol.com. Hook-em!

"At the UIL, our customers are the students, first, then the instructors, coaches, parents and administrators. Don't let us forget that."

Until the position of elementary/junior high academic coordinator is filled, contact Tom Ackerman with your questions. If he can't help you, he'll know who can.

Storytelling: looking for the most important thing

By Trudy L. Hanson

Storytelling Contest Director

In the college courses that I instruct in the art of storytelling, one of the basic concepts I stress is the idea that a story is a problem-solving process. If a student views a story in this way, then learning and remembering the story becomes much easier. Along with the idea of viewing a story as a problem solving activity, I use professional storyteller Doug Lipman's advice to find the MIT (the most important thing). (See "Finding the Most Important Thing," *Storytelling Magazine*, March, 1994, pp. 16-18).

To understand the process, let's use the example of Red Riding Hood. What problem occurs in this story? There are several answers. If we decide that the problem is centered in the danger of talking to strangers, then the telling of the story will focus on that MIT. Yet,

what if we say the problem in the story is that Grandmother doesn't have very good home health nursing care? Then the telling is centered more on the dangers that grandmothers face rather than dangers encountered by impulsive young girls. Or, we could say the problem in Red Riding Hood is that she is not able to judge the appearance and intention of others accurately. Then the MIT of the story becomes the importance of making choices.

To help students see storytelling as a problem-solving activity, you might use the following questions:

1. What is the major problem in this story?
2. Who is it that solves the problem?
3. Who causes the problem?
4. How is the problem solved?
5. Where does the problem occur?

If we apply the story of Red Riding Hood to these questions, we might come up with these answers if we decided the MIT we wanted

to emphasize was that children should be careful when talking to strangers.

1. Red Riding Hood forgets her mother's instructions and takes the advice of a stranger (the wolf).

2. Depending on which version of the story you are using, a couple of answers can be correct for who solves the problem. In the traditional version of German origin, the woodcutter is the one who solves the problem. He rescues Grandma and Red Riding Hood by slicing the wolf open.

3. The wolf—in almost every version—causes the problem. He takes advantage of the trusting nature of Red Riding Hood for his own personal gain (supper!).

4. How is the problem solved? The cries of a Red Riding Hood and Grandma within the wolf alert the woodcutter to their fate and he frees them from the wolf's stomach.

5. The scene of all the action, in the

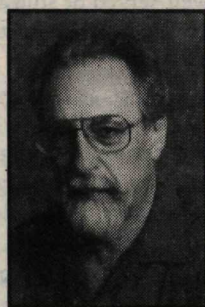
traditional tale, is a dark forest (but more recent re-tellings have the story take place in the American mid-west. See Lisa Campbell Ernst's *Little Red Riding Hood, a New Fangled Prairie Tale* published by Scholastic. 1995) The setting becomes part of the magic that the storyteller can use to emphasize the MIT.

In working with young listeners, tell the story first and then introduce the idea of an MIT. Ask the students, what they think is most important in this story? When the students have identified the MIT, then they can answer the other questions and have a formula for re-telling the story to you. Doug Lipman suggests: "Many artistic decisions—small and large—can be expedited by evaluating them in light of the MIT." What is important to remember is that each listener may come up with a different MIT. There are no wrong answers, as long as the teller uses the MIT to help all the story elements fit together.

One more time

One-act play rules have not changed

One-Act Play Contest rules have not changed! The current rules in the C & CR are the same rules as last year. The OAP rules in our four-year-old Handbook are the same basic rules except for deadlines which changed two years ago. Yes, the play and set deadline was Dec. 21. If you didn't ask for an addition to the basic set I'll be happy to talk to you, but I can't change the rule or the deadline. I'll cover rule changes for next year in a future issue. There is sufficient confusion for this year. The UIL business office is attempting to refund over-payments. This requires issuing checks; it costs UIL and Texas considerably more than the value of the checks but we are trying.



Lynn Murray
Drama Director

Title cards

Title cards have been mailed, and we are receiving them daily, four of five received have incorrect postage on the first class return envelope for the eligibility notice. First class postage went up a penny, from 32 to 33 cents. We will add the one-cent postage. Those that provided an envelope with 32 cents will receive the eligibility notice and State Meet OAP honor crew information. Directors and administrators planning OAP honor crew nominations should start early. The selection becomes more difficult annually. An early postmark may make the difference.

Judge list

The current TETAAO/UIL critic judges list can be found on the UIL Web page. Click on Academics and then Drama. If your computer is a paperweight you still have the list published in the October *Leaguer*, updated in November and again in this issue. Critics added at the TETA Convention will appear on the Web about Feb. 1 but will not be published in the *Leaguer* until March. The critic judge workshop date made it impossible to meet the deadline for this publication.

Handbook out-of-print

Much to my surprise the *Handbook for One-Act Play, 13th Edition* is out-of-print. We are attempting to produce enough copies to complete the year. A new edition will be available next fall. My only explanation for the shortage is OAP growth at the junior high/middle school level. We guessed that 2,000 copies above the last printing would take care any possible growth. Perhaps there are multitudes out there with multiple copies. If you wish to share with your colleagues, send me your surplus. We will forward them to needy theatre directors.

Copies of the OAP rules in the C&CR can be found in each principal's office and at the UIL Web site. Perhaps the handbook popularity can be traced to the discovery that UIL junior high/middle school OAP contests must follow UIL rules. If junior high/middle school OAP is identified as UIL, UIL rules must be followed as outlined in Section 1454, page 85 of the A+ Handbook. This information is the same as the C&CR Section 1076 of previous years.

Award winners

In addition to my congratulating the Southwestern Bell-UIL Sponsor Excellence Award recipients that happen to be theatre arts teachers/one-act play directors but are multi-talented in many areas, I would also ask you to join me in applauding three others. The Ex-Students' Association of UT-Austin in cooperation with the College of Education has honored three of our colleagues with Texas Excellence Awards for Outstanding Teachers.

James Buchanan, head of the Communications Arts High School in San Antonio, former State Meet award winning theatre director (eight times), and playwright from San Antonio Taft Midland, and Sonora high schools. Both Buchanan and Joe D. Treviño, Theatre Director at Bishop received the Bernard Andre Rapoport Teaching Award. Treviño directed Bishop OAP entries to State seven times. Kathy Powdrell, Theatre Director from Friendswood, received the Lillian B. Rhodes Teaching Award. Powdrell directed companies to State six times and has taught and directed at the UT-Austin Summer Theatre Workshop for the past three years.

Summer workshops

The University of Texas at Austin Department of Theatre and Dance will sponsor three parallel workshops this summer. The "teacher's workshop," in conjunction with the "37th annual Summer Theatre Workshop for high school students" (STW), will be administered by Lynn Murray, UIL Drama Director, from June 5 through July 11. Instruction in acting, voice, technical theatre, make-up, directing, and production activities will be structured to involve both teachers and students. The teachers' directing seminar will begin June 3 and continue through the students' workshop period. UT-Austin registration for summer is set for June 1 and 2.

Final productions are set for July 9-10. Workshop classes will be taught and plays directed by UT-Austin faculty, staff and outstanding high school theatre teachers. Companies of three plays will be composed exclusively of high school students. Teachers taking the workshop course sequence will serve as technical/directorial participants, advisors and observers of the production process.

The workshop curriculum will be of special benefit to teachers seeking theatre arts certification, taking the TEA EXCET test in theatre arts, taking courses to meet local requirements, directing the UIL one-act play and/or teaching the variety of theatre subjects needed for the theatre arts curriculum in Texas. Participating teachers may receive three to nine semester hours credit.

Participating teachers register for regular Department of Theatre & Dance courses. Workshop-related courses include: TD F323C-Directing I; TD F326P-Projects in Theatre Studies; and TD F314P-Production Laboratory.

Workshop organizers are planning three types of performances. Registered teachers will direct students in scenes of various types using several staging styles. These scenes will be produced for workshop participants and guests. They will be supervised and critiqued by UT-Austin faculty and guest faculty Robert Singleton, theatre director at the Houston High School for Performing and Visual Arts; Kathy Powdrell, theatre director, Friendswood High School; Larry and Sue Wisdom, theatre director and wife from Mineola; and David Stevens, theatre director Southlake Carroll High School. Four of the eight

finalists of the Texas Young Playwrights Festival sponsored by the Dougherty Arts Center of Austin and hosted by UT-Austin Department of Theatre and Dance will be cast and directed by the STW faculty assisted by teachers registered for the above. All eight will be performed as a part of STW activities June 18-19. This is the fifth year that the STW has hosted and participated in workshop productions of plays written by Texas teens and selected by an outstanding panel of writers and critics.

In addition to these scenes and original works, three workshop plays will be given public performance during the last Friday and Saturday of the workshop. The STW faculty noted above will direct these plays. Rehearsal and technical production work periods for scenes and plays will occur in the afternoons and evenings, Monday-Sunday.

Those who follow the UIL State Meet One-Act Play Contest will recognize Powdrell, Singleton, Stevens, Wisdom and Wisdom as outstanding State OAP directors, all of whom have previously served as STW faculty. The STW faculty and staff will be teaching dance/movement, acting, directing, technical theatre, make-up, design, playwriting and others will serve as guest lecturers.

Teachers desiring participation in this workshop must request and make application prior to May 1 through UT-admissions as "transient" students to register June 1 and 2. They should also notify the workshop director of their intent to enroll. University housing (room and board) is available through the UT-Austin housing office but is not required.

For teachers who cannot attend the full-term summer theatre workshop, a "short term non-credit workshop," specifically designed to help teachers with preparation for the UIL One-Act Play Contest is planned for the final week. This six-day, July 5-10, workshop will focus on play selection, cutting a long play, limited scenery, the League-approved unit set, using limited lighting, interpreting OAP rules including the new set rule, and judging and directing the contest play. A \$300 non-refundable fee check must be made payable to the Department of Theatre and Dance, The University of Texas at Austin. Teachers registering will receive immediate confirmation.

Teachers in the short-term workshop will view workshop laboratory scenes, the three major workshop productions, some workshop classes, and Austin area productions available during the six-day program. Critique sessions on all activities will be held.

Again this year an added feature of the Summer Theatre Workshop for high school students will be the opportunity for one cast selected from the three productions to return to UT-Austin July 22-24 for two performances of their STW show. They will participate in the UT-Austin Honors Colloquium for outstanding high school juniors.

Applications for the Summer Theatre Workshop for high school students and the short-term teacher's workshop will be mailed to all theatre directors about March 16. The workshop registration fee for high school students will be \$300 and room and board will be approximately \$700 for double occupancy.

For further information teachers interested may reach workshop director Lynn Murray at the UIL office, 512/471-4517 or 471-9996 (471-5793 after June 1).

1999 UIL amendments to the approved Texas Educational Theatre Association Adjudicator Organization's OAP Critic Judges (Jan. 13, 1999)

CHANGE:

- ✓ Gene Cole, South Plains College, 1401 College #163, Levelland TX 79336 (806) 894-9611 x.2266 - I [1/01]
- ✓ Vickie Shamp Ellis (SE Oklahoma State Univ.) Rt. 2, Box 102-A, Denison TX 75020 (903) 463-8590 - II [1/02]

ADD:

- ✓ Andrew Christopher Gaupp (pending certification), Univ. of Texas at Arlington Theatre Arts, PO Box 19103, Arlington TX 76019-0103 (817) 272-3141 - II [1/99]
- ✓ David Hickey (SW TX State U), 102 Thunderbird Ln, Sunrise Beach TX 78643 (512) 444-5952 - IV [1/02]
- Richard Montgomery (pending certification), 3200 S 1st St Apt 606, Austin TX 78704 (512) 383-8523 - IV [1/99]
- ✓ Jackie Ogden (pending certification), Central Texas College-Fine Arts, CTC PO Box 1800, Killeen TX 76540-1800 (254) 778-2405 - I [1/99]

Computer science contest a little behind but improved

By David Trussell

Computer Science Contest Director

First, an apology.

Those who attended the Computer Science sessions at the fall Student Activities Conferences know that there was supposed to be some contest information and a C++ practice test posted to the UIL website (<http://www.utexas.edu/admin/UIL>) sometime during the fall. And if you've been watching the site, you also know that it's not there yet. My fault. Chalk that one up to my being a first-year contest director and promising more than we could deliver. However, by the time you read this, the promised information WILL be available for download. No more delays.

If you were unable to attend one of the five Student Activities Conferences, what follows is a quick update. As you know, the Computer Science contest will use C++ this year instead of Pascal. This change was made to keep the contest in line with the College Board's Advanced Placement curriculum for computer science, which has been one of the guidelines for the contest since its inception.

The change in languages had been in the works for over a year, so that was no surprise; however, there were some other unanticipated changes late in the summer that have made preparing this year's contests even more challenging. We have an almost completely new team of contest directors this year. We've put together a great group of experts in the field, as you can see from the list below:

- Dr. Don Bagert, professor of computer science at Texas Tech University
- Dr. Dennis Carroll, advisory programmer with IBM
- Mr. Bob Davis, independent consultant and former IBM programmer
- Dr. Kay Elliott, professor of computer science at Angelo State University
- Dr. Twila Lehmann, professor of computer science at Angelo State University
- Dr. Mark Motl, professor of computer science at Angelo State University

My role is to coordinate the contest, including processing the tests, working with regional sites, organizing the state contest, etc. I am also your contact point at the UIL office if you have questions. I receive a large amount of e-mail each day; I do my best to respond to every message, but sometimes I miss one or two. If you sent me e-mail and have not received a response, write back.

Our new contest staff was not finalized until mid-September, so we've been scrambling to catch up. From mid-September to the Christmas holidays, we finalized contest director responsibilities, presented sessions at five Student Activities Conferences, made decisions concerning test content (many of which were strongly influenced by feedback from coaches at the various SAC's), and prepared the invitational contests, which will be in use beginning this month.

In the midst of all that, the aforementioned contest information for the website kept being pushed further down the list. Again, my apologies.

Those of you who attended a SAC also know that we promised a rigorous proofing process for all of this year's contests. Each of our contest directors had the opportunity to closely review the invitational contests before they were printed, and they are cur-

rently doing the same for the district tests. We also have Jeff Ford, a graduate student in computer science at The University of Texas, proofing each test.

That said, however, there will no doubt be some debate concerning test content as the spring progresses. We heard many differing opinions at the SAC's, so we've tried to find some consensus. But in our first year with a new language, it's unavoidable that some of our content decisions will prove to be good ones and others not so good. We welcome your feedback as you see the tests this spring.

At some of the early SAC's, we also mentioned the possibility of setting up an advisory committee made up of coaches from around the state. That proved impractical for this year due to our compressed timeframe (our last SAC didn't happen until the middle of November). However, we do want to create an advisory committee next year.

As for this year's test content, the philosophy of the contest will remain the same — the tests will focus on programming skills and knowledge of concepts. Note that this year's test questions for the written exams are heavily focused on being able to look at a C++ code segment and identify what the output will be from among four or five choices. There will be fewer general questions about the language than were found on past years' tests.

The contest will continue to be geared toward first-year computer science students, but it will be challenging beyond the typical classroom curriculum. One of the state-adopted computer science textbooks, *Fundamentals of C++* by Lambert and Nance, serves as the official reference for the contest. The contest will parallel the AP curriculum, including topics from A course, as well as topics from the

1998-99 Computer Science Contest Topics

Invitational	District	Region
Interactive Text	Text File Input/Output	Arrays of Structures
Input/Output	Multi-Dimensional	Embedded Structures
Looping	Arrays	State
Functions	(AP Matrix)	Pointers
Strings (AP String)	Structures	
One-Dimensional	Storage Classes	
Arrays (AP Vector)		
Branching		
Data Types		
Recursion		

short list of items "not tested, but potentially useful." Test questions will also reference the AP classes that are part of the AP's C++ Subset. See the AP website for more detailed information or to download the AP classes (<http://www.collegeboard.org/ap/computer-science>). See the chart that accompanies this article for a detailed breakdown of contest topics. Note that the topic list is cumulative so topics tested at one level of competition are also fair game for the next level, in addition to new topics as indicated.

Thanks to all the coaches who have already provided valuable feedback. Keep the comments and suggestions coming. Please be patient with us as we deal with the bumps in the road that accompany a transition year. And do check the UIL website for additional important information and a practice test. It really will be there this time.

Invitational tournaments

FEBRUARY 6 Taft HS

All academic events except LD and CX Debate.
Contact: Mary Jean Wolter, 512/528-2559; fax: 512/528-3918
e-mail: jeawol@tenet.edu

Teague HS

Teague Invitational Literary Tournament. All events except CX and LD Debate. Will be using all original materials.
Contact: Linda King or Tanya Thornton, 254/739-2532; fax: 254/739-5223
e-mail: lking@esc12.net or tthornton@esc12.net

Wimberley HS

Middle school/junior high UIL speech invitational — 6th, 7th, 8th sweepstakes per division. Speech events only.
Contact: Lydia Miller-Wyatt, 512/847-5729 x. 234; fax: 512/847-7269
e-mail: lydmill@hotmail.com

FEBRUARY 12 Robert E. Lee HS (Tyler)

CX and LD debate only.
Contact: Jan E. Jones, 903/531-3955; fax: 903/533-5112

Sonora HS

All speech and academic events.
Contact: Cody S. Eoff, 915/3876533 ext. 313; fax: 915/387-5348

FEBRUARY 13 Bells HS

All events except CX debate, informative and persuasive speaking will be offered. Space is limited for computer applications.
Contact: Jeanie Brem, 903/965-7315; fax: 903/965-5205
email: hebrem@ednet10.net

Coronado HS (Lubbock)

All UIL events except speech, debate, drama.
Contact: Jack Barton, 806/766-0600

Franklin HS

Number sense, calculator applications, mathematics.
Contact: Gretchen Trominski or Cabby Capshaw, 915/833-1005; fax: 915/587-4074

Grandview HS

All contests except one-act play.
Contact: Marilyn Rollins, UIL coordinator, 817/866-3320; fax: 817/866-3351

Robert E. Lee HS (Tyler)

All academic events except CX and LD debate; Test B materials.
Contact: Jan E. Jones, 903/531-3955; fax: 903/533-5112

Livingston HS

All events except CX.
Contact: Luanna Price, 409/328-2278

Southwest HS (San Antonio)

number sense, calculator applications, math; subject area Olympiad.
Contact: Oscar Castaneda, 210/622-3401; fax: 210/622-3095
e-mail: mathozz@aol.com

Wimberley HS

All events except speech and computer applications; 1A - 4A schools only.
Contact: Bonnie Crisp, 512/847-5729; fax: 512/847-7269

Wylie HS (Abilene)

All academic/speech events.
Contact: Amy White and Renee Clark, 915/690-1181; fax: 915/690-0320

FEBRUARY 19-20 Kilgore College

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

FEBRUARY 20

East Central HS (San Antonio)
Contact: Pam Smith, 210/649-1327

Tarkington HS (Cleveland)

All academic events except CX.
Contact: Jim Smith, 281/592-7739; fax: 281/592-0693
e-mail: jsmith@tarkington.isd.esc4.net

Terrell HS

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

FEBRUARY 26

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

FEBRUARY 26-27

Tuloso-Midway HS (Corpus Christi)
UIL practice tournament for Academic and all Speech events.
Contact: Edith George, 512/241-4253; fax: 512/241-4258

FEBRUARY 27

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

Cooper HS (Abilene)

All math/science, literary (includes journalism), computer science and current issues & events. All math/science tests will be TMSA tests released Feb. 27. Register by Feb. 18, 1999.
Contact: Jennifer Nichols, 915/691-1000; fax: 915/690-3402

Savoy HS

All academic events except CX.
Contact: David Williams, 903/965-5262; fax: 903/965-7282
e-mail: dewill2@ednet10.net

Southwest HS (San Antonio)

Complete UIL events.
Contact: Oscar Castaneda or Yolanda Segura, 210/622-3401; fax: 210/622-3095
e-mail: mathozz@aol.com

MARCH 5

Arlington HS
Journalism events and current events
Contact: Lina Davis, 817/801-6158; fax: 817/801-6105

MARCH 6

Brenham HS
All events except CX. All new tests.
Contact: Beth Dusek, 409/277-6570 x. 1450; fax: 409/830-1711
e-mail: bdusek@brenham.isd.tenet.edu

Diboll HS

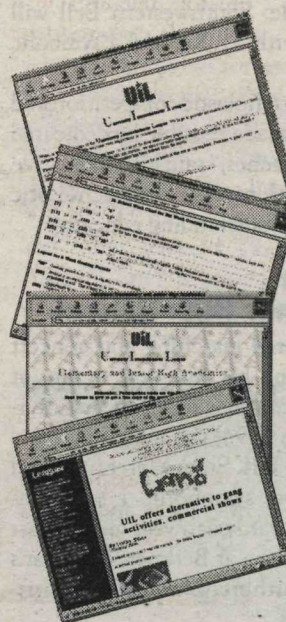
All events except CX debate. Tests will be custom tests written by experienced UIL test writers. A novice division in LD may be offered.
Contact: Gerry Wilbanks, 409/829-5626; fax: 409/829-5708
e-mail: gwilbank@lcc.net

La Joya HS

All UIL events.
Contact: E. Nena Garza, 956/580-5185; fax: 956/580-5186
e-mail: ljhs.uit@esc1.net

MARCH 13

Academy HS, Kingsville
All events including LD. Using Set B materials.
Contact: Jon Farr, 512/592-0058; fax: 512/592-5335.



Check out the
UIL Web site
at
[http://
www.utexas.edu/
admin/UIL/](http://www.utexas.edu/admin/UIL/)

15 sponsors given Excellence Award



WINNERS

of the Southwestern
Bell Sponsor
Excellence Award

**MICHAEL
BRASHEAR**
Richardson Berkner
High School

JACK CODY
Graham High School

DIANE DAVEY
Plano Senior High
School

**MAVOURNEE
DUBOSE**
Skidmore-Tynan
High School

DENISE EATON
Spring High School

**RUBLE P. FARMER,
JR.**
Lytle High School

RANDY JORDAN
Arlington Martin
High School

MATT LOFTICE
Center High School

ALAN J. MARKS
San Antonio
Churchill High
School

SUSAN MCCARSON
Olney High School

DAVID MOHRE
Round Rock McNeil
High School

JOY MORTON
Friona High School

JOHN O'NEILL
San Antonio
Roosevelt High
School

MARK A. REEVE
Victoria High School

JAMES TURNER
Liberty High School

Fifteen sponsors of UIL activities, including eight in academics, four in athletics and three in music, have been selected as winners of the 1998 UIL-Southwestern Bell Sponsor Excellence Award.

A panel of judges representing the areas of music, academics and athletics selected the 15 winners from nominees submitted by school principals and superintendents statewide. Southwestern Bell will provide each recipient with \$1,000 and a symbolic memento.

"The benefits of interscholastic competition and student performance are made possible by dedicated directors, sponsors and coaches," said UIL Executive Director Bill Farney. "The University Interscholastic League salutes all of these outstanding educators."

Michael Brashear Richardson Berkner High School

Brashear has sponsored marching and concert band for 23 years. During his five-year tenure at Berkner, the marching band has received first division ratings each year. In 1994, the marching band tied for sixth place at the UIL State Marching Band Contest. In addition, the symphonic I band has earned the sweepstakes award each year for the past five years. Prior to his tenure at Berkner, Brashear's bands at Cy-Fair and Northbrook were also consistent Sweepstakes winners.

"Competition through the UIL process, if handled correctly, can be a positive force and an integral part of a school's basic educational mission," Brashear said. "At Berkner, we believe that every student can and will learn and that it is our responsibility to create a positive learning environment where students achieve their potential."

Jack Cody Graham High School

Cody has served as sponsor of one-act play and all speech events at Graham High School for 35 years. In addition, he has also served as district director and began a summer drama program for elementary students. Cody's one-act play advanced to the State Meet in 1986 and he has had numerous regional speech and one-act play qualifiers.

"Students are in school for educational goals," Cody said. "Our programs are designed for instructors and students to work together to achieve those goals."

Diane Davey Plano Senior High School

During her 23 years of teaching, Davey has coached volleyball, basketball and track and field, but her primary assignment has been girls' soccer. While coaching at Plano, Davey has guided her players to 15 district championships, eight regional championships and four state championships. She was named the National Coach of the Year in 1998 by the National High School Athletic Coaches Association and in 1991 by the National Soccer Coaches Association of America.

"My philosophy reflects an understanding that school competition is an integral part of the educational setting which allows the student-athlete to develop wholeness," Davey said. "Excellence in the classroom is paramount to competition."

Mavournee DuBose Skidmore-Tynan High School

DuBose has served as one-act play sponsor for 23 years. During her tenure, four plays advanced to the State Meet, garnering 10 state medals. In 1981, one of her students was named best actor at the State

Meet, and in 1984 her play placed third at state. Several of DuBose's students have received drama scholarships and have continued to participate in plays both at the college level and in community theatre.

"Having been involved in UIL academic competition for much of my life, I firmly believe this competition furthers the basic educational mission of enabling students to realize their full potential by enriching and broadening the curriculum for any student who participates," DuBose said.

Denise Eaton Spring High School

Eaton is currently in her 17th year of teaching choral music at the high school level. During that time, she was responsible for two honor choir concert appearances at Texas Music Educator's conventions (1994 and 1997), and one honor choir concert appearance at the Southwest American Choral Director's Association convention (1998). She was also a three-time consecutive winner of the American Classical Madrigal and Chamber Choir Festival. In addition, 60-70 percent of Eaton's students have earned first division ratings every year of competition.

"Competition is many times a means to an end, especially in music," Eaton said. "My goals, as a music educator, are to give my students the tools to be successful and productive citizens: problem-solving skills, higher-level thinking criteria and skills, and the ability to transfer one concept to another."

Ruble P. Farmer, Jr. Lytle High School

For the past 44 years, Farmer has sponsored UIL academic competitions in keyboarding, shorthand, computer applications, spelling and vocabulary and one-act play. During that time, Ruble has taken teams to 43 regional contests, as well as advanced 24 students to the State Meet. He served as a district contest director in typewriting and shorthand, and was recently appointed to serve as district computer application director in 1999.

"UIL activities truly afford our boys and girls a marvelous opportunity to express themselves and further enhance their skills in the field of competition," Farmer said. "Without a doubt, my students' lives have been enriched, and so has mine."

Randy Jordan Arlington Martin High School

Before beginning the choral program at Martin High School in 1982, Jordan began the choral program at Azle, where it grew from 16 students in 1975 to over 225 students in 1982. Martin's program has grown from 32 students in 1982 to its current enrollment of 384. Jordan's students have received over 90 superior awards in choral concert and sightreading contests, including 35 sweepstakes awards. In addition, 145 superior medals were awarded to Martin choral students, including 47 solos and three medium ensembles, at the 1998 solo and ensemble contest.

"Each part of the competitive music program promotes personal growth and offers students an

arena to stretch themselves to new limits," Jordan said. "It is a unique format to develop skills that will contribute to successes throughout their lives."

Matt Loftice Center High School

Loftice has sponsored 14 different UIL academic contests over 21 years. During that time, he successfully qualified 27 individuals for the State Meet in nine events. In addition, he coached nine teams or individuals to medals at the State Meet, including five state champions. Loftice has served as UIL academic coordinator at Center for seven years. He has also served as district director for four years.

"Academic competition represents the very basic tenet of public education," Loftice said. "Each student who participates learns very quickly that goal setting, teamed with prioritizing and, most importantly, hard work, will lead to success."

Alan J. Marks San Antonio Churchill High School

Marks has served as coach of the girls and boys swimming and diving teams at Churchill since 1977. During his tenure, Marks has coached his teams to 39 district championships, 27 regional championships and five state championships.

Churchill has won both the girls and boys district swimming and diving championships for 19 consecutive years. The Texas Interscholastic Swim Coaches Association named Marks girls coach of the year in 1984 and boys coach of the year in 1987, 1988, 1989 and 1990.

"Enhancing the self-esteem of young individuals is very important," Marks said. "Interscholastic athletics is a means to both enhance a student's self-esteem and also teach the merits of goal-setting and striving to attain goals."

Susan McCarson Olney High School

McCarson has sponsored UIL academic activities for 18 years and currently serves as UIL coordinator at Olney High School. Events she has sponsored include prose interpretation, poetry interpretation, informative speaking, persuasive speaking, cross-examination debate, Lincoln-Douglas Debate, current events, and one-act play. Under McCarson's leadership, 29 students and one cross-examination debate team have advanced to state competition. Of those 29, 18 have advanced to finals, and eight placed in the top three. She has also coached two state prose champions and one state poetry champion.

"It is my understanding that the school's basic educational mission is to facilitate learning and help students develop their talents and abilities," McCarson said. "Everyone deserves a chance to be successful at something. Not everyone steps off the bus with a trophy, but everyone steps off the bus a winner."

David Mohre Round Rock McNeil High School

For 18 years, Mohre has coached UIL activities including football, track and cross country. Under his

continued on page 11

Initial standings for Lone Star Cup released

The UIL announced the initial standings in the Lone Star Cup sponsored by Texas Dodge Dealers in January. The first in a series of four standings "updates" follow, as well as the update release schedule includes the top three schools in each conference after the points from cross country, football and volleyball were tabulated.

Standings will also be broadcast on Fox Sports Southwest via the *High School Xtra* show on the Sunday before each of the above release dates. Tabulations will be verified and maintained throughout the year by Dallas-based Universal Sports America with assistance from the UIL.

The Lone Star Cup will be presented to one school in each of the five UIL classifications (5A, 4A, 3A, 2A and 1A) in June 1999. High schools accumulated points based on their performances in district and state championships. The winning schools in each classification will receive the Lone Star Cup trophy and a \$1,000 scholarship presented by Texas Dodge Dealers.

All UIL member high schools in good academic and athletic eligibility standing will be included. The UIL athletic division is based on the premise that students are students first, and athletic participation is a privilege.

Sports activities included

This annual program recognizes five high schools, one in each of the five UIL classifications, based only on their overall team achievement in the following championships.

Team sports

Boys: baseball, basketball, football, soccer

Girls: basketball, soccer, softball, volleyball

Individual sports

Boys: cross country, golf, track and field, swimming, tennis, wrestling

Girls: cross country, golf, track and field, swimming, tennis, wrestling

Academic competitions

Boys and girls: state academic meet

Points and standings

Standing for the Lone Star Cup are compiled via a yearlong accumulation of points based on team success in the UIL championships listed above. Points are accrued as follows.

Team Sports

District championship and post-season berth 4
Post-season berth only 2
Each post-season victory 2

Individual Sports/ Academic Competitions

First place finish in team standings 10
Second place finish in team standings 8
Third place finish in team standings 6
Fourth place finish in team standings 4
Fifth place finish in team standings 2

In the rare event of a team championship tie or a tie in the final standings for the individual sports and academic competitions, the schools will split the allotted points. Example #1: If by unforeseen events, the baseball championship game ends in a tie, the two teams will split the two points normally awarded to the winner. Example #2: A two-way tie for third in the boys cross country competition would result in five points being awarded to both teams.

Official tie breakers

If two schools in the same classification finish the academic year tied atop the point standing, the overall winner will be determined as follows.

1. Most overall state championships in all team sports, individual sports and academic competi-

- tions included in the Lone Star Cup program.
2. Most total points received in the state academic meet.
3. Most district champions in all team sports included in the Lone Star Cup program.

Publication of standings

Lone Star Cup standings will be officially released four times during the school year.

Update #1 Jan. 4, 1999

cross country, volleyball and football

Update #2 March 19, 1999

wrestling, swimming and basketball

Update #3 May 21, 1999

soccer, golf, tennis, track & field

and academic state meet

Final Standings June 18, 1999

baseball and softball

Standings will be publicized on Fox Sports Southwest via the *High School Xtra* television show on the Sunday following each of the scheduled release dates and in the *Leaguer*. Tabulations will be verified and maintained by Universal Sports America with assistance from the UIL. Universal Sports America, Fox Sports Southwest and the UIL will also publish press releases to be sent to media outlets and high schools through the state so interested parties can keep track of their schools' progress.

Corrections to the standings

All publications of standings are official but will be subject to correction if necessary. If a member high school finds the standings or point totals to be incorrect, please contact Eric Smith of Universal Sports America at 972/392-5876. Correction will be made upon verification throughout the school year, but the final standing will not be altered after July 1, 1999.

Fifteen receive SW Bell Coach Excellence Award

continued from page 10

leadership, the McNeil track program has grown well over 100 percent, from 40 to 100 students. Mohre coached the 5A state pole vault champion in 1997, and in 1995 coached the boys cross country team to a district and regional championship, as well as a third place finish at the State Cross Country Meet.

"The experience of competitive sports furthers the total wellness of individual students as they progress through high school," Mohre said. "Students learn to work together to develop positive thinking, and to evaluate situations that allow them to make proper decisions in class, practice and competition, and in their lives beyond athletics."

Joy Morton, Friona High School

Morton established the UIL academic program at Friona in 1962. She has coached extemporaneous speaking for 36 years, one-act play for 30 years, debate for 27 years, and journalism for 25 years. In addition, Morton has served as the UIL coordinator for 20 years. Since 1971, Friona has won 22 district academic championships. Morton has coached 303 regional qualifiers and 38 state qualifiers. Her one-act plays have advanced to area 17 times, regionals six times and state once.

"Because every student in Friona is encouraged to achieve his or her maximum potential and reach for excellence, I teach my students to do their best in every endeavor," Morton said.

John O'Neill

San Antonio Roosevelt High School

O'Neill is in his 25th consecutive year as speech and theatre instructor at Roosevelt High School.

During that time he has sponsored UIL debate, informative and persuasive speaking, prose and poetry interpretation and one-act play. Since 1988, O'Neill has served as director for 4A poetry at the regional meet. In addition to occasional judging at regionals, he has also served as a judge at the State Meet in prose and poetry. Under O'Neill's direction, Roosevelt advanced to the state in one-act play in 1983 and one of his students became the first African-American actor to win the Samuel French Award for outstanding performer.

"I am proud to say that I have never pressured a student into feeling that they must bring home a trophy," O'Neill said. "What I really want is for every student that comes out of a UIL competition to admit that they did the best they possibly could."

Mark A. Reeve

Victoria High School

Reeve has served as football coach for 25 years, track coach for 15 years, baseball coach for three years, and basketball coach for one year. During his nine-year tenure as head coach at Victoria, the football team has won six undefeated district championships, seven bi-district championships, six area championships and one regional championship. *The Dallas Morning News* labeled Victoria as the second winningest football program in the 1990s in Texas.

"As coaches, it is our goal and desire that the young men who have participated under our leadership are finer and more decent persons for having done so," Reeve said. "We will never place the value of a win above that of instilling the highest desirable ideals and character traits in our student-athletes."

James Turner Liberty High School

Turner has served as sponsor of the Liberty High School math team for the past 17 years. He has also coached number sense, calculator applications, science, football, basketball and baseball. Turner's math team has qualified for state competitions for the past 14 years, placing second eight times and third three times. In addition, Liberty won the Texas State 3A sweepstakes championship at the TMSA meet in 1991, placing first in all four events. Eight of Turner's math team members have received over \$55,000 in scholarships.

"Hard work and commitment make winners," Turner said. "The ability to compete and work as a group provides life skills that will carry into higher education and careers."

Background

In its eighth year, the UIL-Southwestern Bell Sponsor Excellence Award seeks to highlight the contribution of sponsors of UIL scholastic competition. The award was created to identify and recognize outstanding sponsors who assist students in developing and refining their extracurricular talents to the highest degree possible within the educational system, while helping to keep their personal worth separate from their success or failure in competition.

The UIL-Southwestern Bell Sponsor Excellence Award was originally made possible by a grant from the Effie and Wofford Cain Foundation, in honor of Frank W. Denius, who has been a director of the Cain foundation since 1955 and Executive Committee Chairman from 1983 to the present time.

Balance need for fitness against risk of injury

Let's compare notes. Are the number of athletic injuries increasing? Are kids getting bigger, faster and stronger than they used to be? Or are students getting lazy and overweight?

These questions have been the crux of a series of recent conversations questioning the fitness of our athletes. As coaches, we have to be careful to balance our goal to improve the quality of our team's playing with the physical needs of the students.



Cynthia Doyle
Associate Athletic Director

Example

In Pendeton, Oregon, a girl from a small, rural school with a strong basketball tradition comes to our clinic with a series of injuries. During her first two years of high school she played basketball year round, even while participating in track and volleyball. Her father coached the team for AAU and other tournaments, at least 35 games just during June and July and practices every day. She injured her ankle in mid-July, but refused to sit out of a tournament even though she was limping noticeably.

Two weeks later she showed up with torn cartilage in her opposite knee. Three weeks after orthoscopic surgery, she returned to play against our recommendations even though isokinetic testing showed less than 70 percent strength, and she was again limping noticeably. Shortly afterward, she suffered a back injury, possibly involving a disc. Her father took her to several doctors until he found one, who would inject her back so that she could continue to play, which she did in great pain and often in tears. At the end of the season, she was lamenting her bad luck and wondering "why am I always injured?"

Although not usually this extreme, many athletes begin to experience a series of injuries as a result of physical and mental fatigue because they never allow themselves time to rest and recuperate.

Gathering data

Members of SWATA (Southwest Athletic Trainers Association) have volunteered to collect data on the nature of injuries and the number of students seen and treated in select UIL high school athletic programs. Accurate documentation of injuries requires information on treatments for school related and non-school related injuries. Ignoring non-school related injuries would only force students to postpone reporting the injury until after participating in a school practice in an effort to try to convince the coach that it happened during a school function thus lessening the wrath of the coach or athletic trainer. Technology makes it easier to document, collect and compare the nature and number of school versus non-school related sport injuries.

Reporting injuries is nothing new to high school athletics. Hockey players show battle scars every time they smile; wrestlers don't even think twice about talking on the phone even with cauliflower ear; basketball players swap knee surgery stories like cooks swapping recipes. As long as schools have sponsored activities, there have been an expected number of

injuries that have been looked at as part of the game.

Medical advancements

In the past, every surgery was viewed as major. When a student broke a bone, athletes were expected to hang up their shoes. If a student needed corrective surgery, they were expected to put it off until they had finished the season. Padding a cast was uncommon, and two athletes undergoing knee surgeries on the same team, would cost you the season.

Today things are different and the expectation is greater for kids to perform. Sports medicine continues to provide information to coaches and student that permit surgery and recover within a season. It forces kids to make informed decisions even when long term consequences outweigh short-term benefits. It allows us to learn about different kinds of nutritional supplements and the physiological and psychological effects. Although the number of students going through rehabilitation seems to be growing, the period of time it takes to rehabilitate injuries has been significantly reduced.

Having been raised during a time and place when being physically fit meant passing the President's Council on Physical Fitness Award (and proudly displaying the patch) a school letter now has all but replaced physical fitness with athleticism. Yet when I became a physical educator, one objective was to promote habits and life-styles that reduced or lessened the severity of illness and injury.

If the nature and the number of injuries at the high school level are on rise, as we believe, the thought will be confirmed by data collected by SWATA. If more injuries are the result of a restricted school season or if they are from an extended off-season or non-school program, this too will be confirmed by the research.

No matter when the injuries occur, the change in expectations for high school must be recognized. It has not been proven that playing basketball year round will result in fewer injuries because the person is supposedly in better shape. In fact, if we were to use the current NBA lockout as an example, we would probably find that many of the great players went through rest and rehabilitation programs to condition and strengthen their body in a way that did not involve touching a basketball. Many successful high school coaches don't allow their students to play volleyball or basketball during the spring. Instead, they work on fitness and conditioning.

We can't say enough about advancements in sports medicine. We provide training to make our athletes the biggest, fastest and strongest. And we know by their performances that they are by no means softer than past generations. However, we also expect them to perform at a high level of competition for longer periods of time with less rest and less variety than athletes of the past.

Athletic injuries are something that we should be concerned about. Not just the nature, but also about the number of injuries. As experts we must look at the demands we place on students to see if we are teaching kids to push past pain when in fact the pain is a warning sign. It is the coach who is the professional and who must exercise judgment, even when it seems that no one else will. If we coach and teach as if injuries, being informed and being physically fit are not related, we shortchange kids and cheat them out of physical education and physical fitness.

Soccer program continues to expand

Thanks to the professionalism of coaches, officials and Rex Spain, high school soccer in Texas is in great shape. As the new UIL soccer director, I hope to keep things moving in a positive direction. One example of this positive direction is the fact that we will be participating in two conferences for soccer this year with both 4A and 5A boys and girls competing to separate state championships.

As we move into this exciting time of the year, there are a couple of issues that are important to everyone involved in Texas high school soccer, particularly the format and location of regional and state tournaments.

Regional & state tournaments

There will be no regional tournaments in conference 4A. Conference 4A schools will match games all the way through the regional finals and certify the regional final winner to the UIL office for state tournament participation. The only change in regional tournaments for 5A is that the region 2 tournament will be held at the new soccer facility in College Station at Texas A&M University.

With the soccer program expanding to two conferences, the state tournament will be expanded to three days, April 1-3 at Eagle Field in Georgetown.

Officials

This expanded format will also mean expanded opportunities for officials to call in the regional and state tournament. As coaches, if you see a quality official who may be ready for one of these tournaments, let me know. Selections for the regional and state tournaments are made in consultation with the SSOA and the UIL office.

Speaking of officials, I have talked to the SSOA about areas we need to concentrate on for this year. I say we because all of us (coaches, officials and the UIL) are in this together. Our focus this year is going to be on trying to eliminate the use of foul or abusive language in high school soccer contests. I am not naïve enough to believe that we can get rid of all the cursing that goes on before, during and after contests, but with your help, we can have an effect. It has to stop.

When I received phone calls from parents and administrators concerning foul language from players that could be heard from the stands at soccer games, I was concerned. When I heard the same types of language at the state tournament last year, I was angry. If extracurricular activities are to keep their place in the schools, we must work together to portray a positive image.

• District certification

And one final reminder: the district certification for schools in conference 4A is March 9. It's March 13 for schools in conference 5A.



Mark Cousins
Assistant to the Athletic Director

Public Reprimands

BASKETBALL

Rodney Belcher, Dallas Adams
Calvin Rice, Beaumont West Brook
Nikki Robinson, Navasota
Debbie Taylor, Mineola JH
Dempsey Compton, Douglass
Ernesto Ibarra, Laredo Garcia MS
George Beltran, Alice
Robert Bocanegra, McAllen Lamar JH
Kevin Hall, Lancaster
Willie Schoen, Moran
Rick Eckerd, Richardson Lake Highlands
John Shelton, Buffalo
Ray Suarez, Del Rio JH
Bennie Gupton, Laneville
Mark Allen, Mabank
Larry Mantle, Silverton
Marty Marion, Hallsville
Hank Ager, C.E. King JH
Jennifer Clark, Round Rock Westwood
Mike Tyler, China Spring
Sherrie Trant, Woodsboro
Crystal Johnson, Gary
Kevin Baker, Palestine
James Holcomb, Lufkin

BASEBALL

Brett Voss, Temple
Terry Massey, Brewer

Corrections for wrestlers

By Mark Cousins

Assistant to the Athletic Director

Anytime you start something new, it is exciting. However, that excitement can quickly turn to dread if things are not handled correctly. Now don't get me wrong, I don't dread being responsible for the implementation of the newest UIL athletic program (wrestling), but so far it sure has been exciting.

I knew when I started putting the wrestling program together, I knew I would forget a few things and that I would make mistakes. Well, now it's time to clarify some things.

Dates corrected

There has been some confusion over the dates for the wrestling championship series. The district certification deadline for wrestling is Feb. 6. The regional tournaments are Feb. 12 and/or 13. The individual championships will be Feb. 26 and 27 at Austin's Convention Center, a change from the originally published date.

Weight allowance

Also, the schedule for the state tournament in the coaches manual has a couple of mistakes. The times are correct. However, there will not be a one-pound weight allowance on the first day of competition. The weigh-ins on the first day of competition will reflect the normal weight classes with the two-pound growth allowance allowed by National Federation as of Jan. 16. As such, the optional weigh-ins after the first day of competition and weigh-ins for day two of competition will have a one-pound growth allowance, not two pounds as is listed in the manual.

Non-school wrestlers

How and when coaches can be involved with wrestlers from their attendance zone in non-school competition depends on whether you are talking about during the school year or outside the school year. During the school year, student athletes are allowed to compete in non-school competition at any time, provided there is no school funds (including booster club funds), no school equipment, no school transportation and no school coaches involved. Utilization of school equipment, school transportation, school funds (including booster club funds) or school coaches would cause the non-school competition to count as one of the eight allowable tournaments for the year.

Coaches are allowed to work with student athletes from their attendance zone in non-school practice during the school year with limitations. Any time that coaches spend working with a student athlete from their attendance zone in grades 7-12, whether in school or non school practice, will count as part of the eight hours of practice allowed outside of the school day during the school week under state law.

During the summer, the restrictions are somewhat less. In non-school competition, outside of the school year, coaches in individual sports are allowed to coach student athletes from their attendance zone. The UIL still prohibits use of school funds, school equipment or school transportation.

I know that everything is not perfect, new things rarely are. I appreciate the patience and support of the superintendents and wrestling coaches of the state as we work to make Texas the number one wrestling state in the nation.

Regional sites for basketball

There is an error on page 19 of the *Basketball Manual*. The sites for regional competition in boys and girls basketball for Region III only should be:

- 3A
Sam Houston State
University
Huntsville
- 4A
Texas A&M University
College Station

TOUGH LOSS

Southlake Carroll's Meredith Tergerson, a senior, reacts after her team lost to Dumas 13-15 15-4 15-11 in the 4A state championships at Burger Center in Austin Nov. 21. Photo by Andrew Loehman.

Not knowing all the rules can lead to conflict between coaches, officials



Rex Spain

Assistant Athletic Director

I recently attended an officials chapter meeting where I was to deliver a Coaches and Officials Positive Expectations (COPE) presentation. Prior to delivering my planned presentation, the officials reviewed some situations which they had encountered thus far in the season. Their conversation centered around unusual calls and strange situations which had taken place during some of their games.

Their conversation started off simply enough with a question-and-answer session. However, as the questions continued to arise, the answers became more complicated and the situations grew more complex. There were approximately 150 officials in the room. When there was disagreement on the answer to a question, some of the officials would refer to the National Federation rule book as their source to resolve the issue.

When I took the podium to make my presentation, I asked how many officials were in the audience. All but three people raised their hands signifying they were officials. The three people remaining in the audience were coaches. My next question to the audience, as I raised the little green colored rule book in my hand was, "How many of you coaches and officials know this rule book by memory?" Needless to say, not one hand raised in response to the question.

My next statement to them was, "And you wonder why we have COPE?"

As you can imagine, my prepared presentation on COPE had just flown right out the window. At that point I came to realize the true source of conflict which we address in our COPE sessions. From my observations there are two sources of control involved in an athletic contest. The first issue of control involves a coach and his or her players attempting to determine the outcome of the game. The second area of control involves the official attempting to administratively control the game in a fair and judicious manner.

If the very informal poll I took at this particular meeting is any indication of knowledge of the rules, I can certainly understand why we are currently averaging a minimum of one to two coach ejections per day thus far this season in basketball.

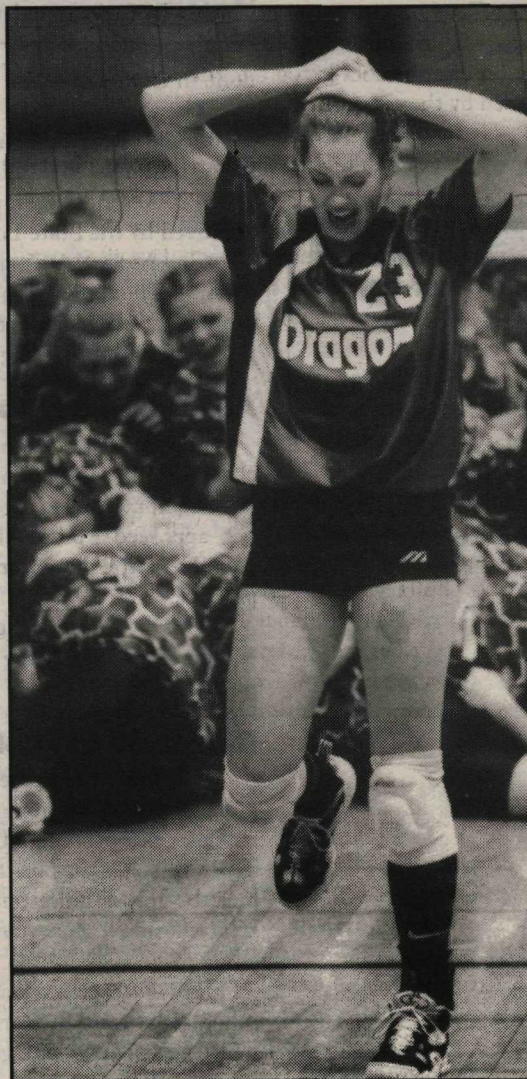
Imagine one party being in charge of administering the rules and the other party indicating they know the rules better than the person responsible for administering the rules. It does not take a genius to figure out this is a format for conflict. What makes this conflict sad and extremely avoidable is each party involved should simply do their job to the best of their ability and leave it at that.

Coaches: if an official does not perform the job he or she should be performing, then scratch that person. Officials: if a coach is performing in a manner that is not educational then handle the situation appropriately. That's positive human interaction, not emotional human interaction.

I have never met a coach, myself included, who knew every rule in the rule book and how to properly apply the rule. I also never met an official who would admit to possessing a global knowledge of the rule book either. The big difference is that an official has to adjudicate the rules fairly and instantly—instantly, being the operative phrase in that sentence. Sometimes there are going to be differences of opinion. Usually those differences are based on perspectives. Your line of vision of the play, be it from the coaching box or from the stands, might lead you to see the play differently than the official who actually made the call. Circumstances may also come into play that cloud your perspective of the call by the official. I have heard in the past from some coaches that an official cost them the game. However, in retrospect all coaches would agree that an official has never missed a free-throw, never made a turn-over, nor missed a crucial shot for any team. Therefore, the old "he cost me the game" mentality does not hold up.

Concentrate on what you do have control over, the 32 minutes on the clock. You may not have the best players on the floor. You also may not have the best officials in the chapter calling your game. However, you do have the same amount of time as your opponent to make the best of a competitive learning situation for your players. That is what coaches do. Coaches take whatever hand is dealt them and make the best of it and do their best to teach their players the value that the situation presents. It is not all about winning. It's about winning the right way.

The goal for the game should be to let the coaches and players determine the outcome of the game by their methods of control and let the officials determine their method of control of the game by fairly adjudicating the contest. When this formula is followed I think we can all cope with the results.



10 football champions crowned for first time

Out with old and in with the new. Football season has come and gone. Let's recap the 1998 season and prepare for a new one.

For the first time in UIL history 10 state champions were crowned in football. Four hundred and fifty-four teams qualified for the playoffs in 1998. There were 214 games played during the first round (26 teams had byes). Overall 454 games were played during the six weeks of the playoffs.

It appears our schools like this playoff system of advancing three teams from each district and crowning two champions per conference. Results of a survey released in January indicated schools favor the current playoff system.

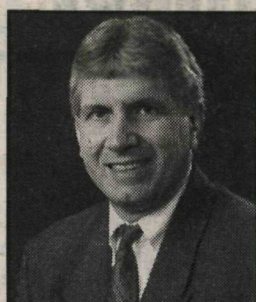
After hearing requests to change the playoff format, the UIL Legislative Council voted last October to survey member schools about four options for a playoff system.

Option 1 allowed district champions to receive a first-round bye, resulting in one state champion in each conference.

Option 2 created an odd/even plan whereby Division I would consist of district champions in the odd-numbered districts playing the largest enrolled school that was not the district champion in the corresponding even-numbered districts, while Division II would consist of district champions in the even-numbered districts playing the smallest enrolled school who was not the district champion in the corresponding odd-numbered district. Remaining schools from corresponding districts would be matched in other Division II games.

Option 3 was to retain the current format and Option 4, which was only available to 5A schools, would advance four teams from each district in the playoffs.

Look at the table for results of the survey.



Charles Breithaupt
Athletic Director

It appears our schools like this playoff system of advancing three teams from each district and crowning two champions per conference. Results of a survey released in January indicated schools favor the current playoff system.



GOING LIVE

Greg Simmons, sportscaster for KSAT-TV in San Antonio, goes live Dec. 18 with MacArthur HS Head Coach Van Fuschak a little over an hour after Fuschak got the call from UIL saying that Katy had been disqualified for playing an ineligible player. Three television stations broadcast live from the campus during lunch while students tried to take their last semester exams. Photo by Samantha Pineda.

GOOD EXPERIENCE

MacArthur High School quarterback Jonathan Schaper talks to KENS-TV sportscaster Joe Reinagel on the floor of Texas Stadium after the school's 54-0 loss to Midland Lee in the UIL State 5A division II finals. Mac had 26 hours noticed before they played the game on Dec. 19. "It was exciting just to get there," Schaper said. "It was a great experience." Photo by Pat Gathright, MacArthur HS.

done in Conference 5A.

The final tally with 177 of the 221 4A schools voting was 128 in favor and 49 opposed. Therefore, spring training will be allowed for 4A schools for the 1999-2000 school year, provided this ballot item is approved by the State Board of Education.

Coaches in 4A should bear in mind that spring training is not allowed in the spring of 1999. Several schools have been under the assumption spring training is allowed this spring. This is not the case.

Additional day to issue equipment

All football coaches (as well as volleyball coaches) will receive an additional day this fall to issue equipment. The Legislative Council, in October, approved a proposal allowing coaches to issue equipment the day prior to the first official day of practice.

This provides coaches ample time to properly fit equipment allowing the full spectrum of time for practice.

Gloves of any color

Speaking of equipment, many coaches are in the process of ordering for next season. The UIL will make an exception to NCAA Football Rule 1-4-3c. This rule states if gloves or hand pads are worn they must be gray in color (effective August, 1999). The UIL will allow gloves and hand pads to be of any color.

This exception is made because of the numerous schools that wear silver or gray uniforms. These teams would be at a disadvantage if gray were the only color

of gloves allowed. Furthermore, the UIL philosophy has always been preventing additional costs to schools.

Jerseys of belt length

The UIL will continue to make an exception to NCAA FR 1-4-4e. This rule would require jerseys to be full length and tucked into pants, effective August 1999. Jerseys may continue to be belt length. If shorter, a T-shirt must be worn to cover the mid-section. The T-shirt may not extend past the belt-line. If so it must be tucked into the pants. Also, FR1-4-4f deletes requirements on borders around numbers.

Breaking ties

Before next season coaches should check district policies regarding procedures for breaking ties. Many district still have policies in place that predate the overtime system and ignores the rules that govern PAT's on game ending scores in OT. Spring time offers a great opportunity to revisit rules and regulations passed by the local district.

Review the manual

This would also be an opportune time to review page 20 of the *Football Manual*. The pregame and halftime procedures in the manual should be implemented as district policy if no others exist.

Remember the *Football Manual* was printed on a two-year basis. Coaches and administrators will receive addendums to this document early this summer. Save your manual and throw away old pages when you receive new ones.

Playoff survey results

	OPTION 1	OPTION 2	OPTION 3	OPTION 4
AA	90 (51%)	3 (3%)	82 (47%)	—
AAA	76 (46%)	7 (4%)	82 (50%)	—
AAAA	61 (34%)	13 (7%)	103 (58%)	—
AAAAA	36 (20%)	7 (4%)	99 (56%)	36 (20%)
TOTAL	263 (38%)	30 (4%)	366 (53%)	36 (5%)

With a total vote of 695 schools out of 875 eligible to vote on this issue, the clear cut opinion was to leave the present playoff structure in place. It is important to note those who have experienced the current format the longest (4A and 5A) favor the present system more than those who experienced the system for the first time.

This was not a referendum ballot, simply a survey. Most certainly the Athletic Committee will hear additional plans to revamp the playoffs as well as items that were on this survey when they meet in June.

Schools in Conference 4A did cast votes on a referendum ballot item concerning spring training in football. Superintendents in 4A were asked whether to allow schools the option of holding spring training in football and starting a week later in the fall as is

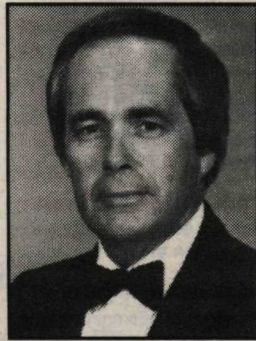
Popular music director dies after long illness

Gibby's legacy: make standards meaningful

The UIL and the music educators of this state have lost a good friend. Richard Gibby passed away on Jan. 1 at 10:30 p.m. As some of you know, he suffered from ALS (Lou Gehrig's disease) for which there is no cure. Richard continued to come to work (driving himself) until Friday Dec. 18. He took a turn for the worse over the holidays, but opted not to have any invasive, prolonging treatments.

As head band director of Round Rock High School, Richard garnered many honors to himself, his band and his students. In his generous way, he influenced the lives of many — giving many just-graduated band directors their first job, encouraging students to succeed beyond their limitations, being a special friend to all who had the honor of knowing him. After his retirement from teaching in 1994, Richard contacted me and expressed an interest in working for the UIL part-time. I was delighted to accept his offer and the entire state has benefited from his wealth of experience and tireless work ethic.

Richard was a wonderful asset to the UIL and a great friend of all band, choir and orchestra directors. He came on board at a perfect time. The UIL had been charged with the responsibilities of answering all questions regarding No Pass/No Play issues and the state contest programs were growing at a rapid pace. His gentle manner, attention to detail and genuine concern for every teacher with whom he came in contact made him a perfect person to deal with the day-to-day questions from across the state and handle the countless contest preparation details that were a part of his responsibilities. For Richard no question was too trivial and no task was unimportant. He wanted to provide the very best service for every director in the state and the very best experience for every UIL student participant.



Richard Floyd
Music Director

Richard also was constantly assessing where we were and what we should be doing better. In late November, after all the marching competitions were over, Richard asked me if he could write an article for the Leaguer. He indicated that there were aspects of this year's competitions that bothered him and that he had to get some things off his chest. I never heard any more about it until at the funeral when Nancy Gibby handed me a piece of paper containing an article that she found on Richard's computer. This is what Richard wanted to share with all of his colleagues:

By Richard Gibby
UIL Music Assistant

After teaching for some 32 years, including 4 years spent in middle school, I have seen a lot. One of the trends I have seen developing is the devaluation of ratings. Ratings use to have deeper meaning.

Students playing solos, in ensembles, and in full bands, choirs and orchestras...their ratings meant something to each and every one of them. Students would work hard to perfect and memorize solos knowing that the judge was going to be "tough" and only a polished performance at Region would get the "ONE" — that "First Division" — and if your performance had flaws you expected your rating to be marked down. If you didn't make that "one" you were disappointed and many even would shed a tear or two. But the next year you would practice your music a little harder and would make sure, on your own, that your directors heard you as many times as you could schedule an appointment with them.

Then, when you made that "one" it meant something to you. It meant you were up there with the best players in the state; it meant that you had worked hard to perfect your part; it meant that you had pulled together as one unit and it meant a satisfaction from within. It is hard to describe the feelings you had then, a feeling of being complete — you know the feeling you get when you work hard and long on something and you completed it in a timely manner. That is what a first division used to mean.

In the last few years, I have seen too many

individuals receive a "one" on a solo which was not up to that "one" standard; too many ensembles that were not up to that standard and too many marching and concert groups, as well. This past year, I know of at least two different regions where every single 5A band got a "first division". What is this telling us? In my opinion, it telling us that the 5A standard for a "first division" is not what it should be. My last year at marching contest (in Region 18) every 5A band got a one. Many of my kids came up to me and asked, "What does a one mean if everybody gets it?" and my kids watched a lot of those bands march and play.

Maybe there are times when every concert group, ensemble or soloist is good enough to measure up to that standard. However, in my opinion, I have seen the standard coming down and down. I really feel that if all of us would push that standard a little upward we would have better groups, ensembles and —yes— soloists. Now how do you raise this standard? You demand good judges. They are out there because their groups do well and continue to do well year after year. You work hard and raise your personal standard — bring in good clinicians and play the tapes and read the comment sheets to your students. How many of us go over soloist comment sheets with each student?

A fine band director in the state told me when I was thinking about becoming a band director: "When you go home at night ask yourself this question, 'Did I do everything I could have for my students today?' If the answer is "no" you will be a fine band director [teacher]; if the answer is "yes", stop being a band director [teacher]." It worked for me, try it.

It is clear that Richard was proud of being a Texas Band director, music educator and a champion of the high standards that have been a part of our heritage. Gibby's final legacy to the music educators of Texas was to keep our standards high and not compromise the expectations for excellence that we hold for one another and for our students.

Gibby's final legacy to the music educators and students of Texas is to warn that complacency has no place in education. Let us heed the warning and do everything in our power to ensure that each medal and trophy that we put on our shelf measures up to "that standard" and truly means something.

Gibby's final legacy to the music educators and students of Texas is to warn that complacency has no place in education. Let us heed the warning and do everything in our power to ensure that each medal and trophy that we put on our shelf measures up to "that standard" and truly means something.

Learning rules for choral contest time well spent

By Michael O'Hern

TMAA Vocal Division Vice President

Placed in the proper perspective, the choral contest event should be a tool to make us better educators and our students better musicians, although it can assume a personality of its own if we aren't careful. We can save ourselves the mistake of becoming obsessed by the animal we call "contest" if we approach the experience with good judgment and some common sense.

The contest experience will be more rewarding for students and for directors if both are familiar with the rules and regulations of the contest. Read the choral contest portion of the *Constitution and Contest Rules*. Practice the procedure in your classroom many times before the event. Directors and students alike should be familiar with the "dos" and "don'ts" of the sight-reading room. Some of the rules have been made more specific for 1999 contests.

Many directors felt unclear about what could,

and more importantly, what could not be said after time was called in the sight-reading room. In the Sight-reading portion of the 98-99 C & CR it is stated, "At the completion of the instruction period, choral groups will be given the tonic chord, utilizing their preferred method of sight-reading. The accompanist will then give the starting pitches, which each section may sing, again utilizing their preferred method. The director may sing the starting pitch with each section. No further warm-up, instruction or communication of any kind is permitted by the director, including the use of verbal counting to initiate the reading."

This has been a particularly sticky issue during the last few years as evidenced by the number of calls to the UIL office questioning this rule. To be quite blunt, after time is called, don't say a word! Don't risk disqualification by asking the students if they are ready, by announcing the starting pitches, or by giving that one last hint. Play it safe and use the hand

signs and signals that you have practiced during class in preparation for the event.

Another sight-reading question is sometimes raised, "What is acceptable as a warm-up in the sight-reading room?" The answer is the tonic chord. While the chord may be played at any time during the process, the students may only reproduce the tonic chord when time is called following each instruction period. All or any part of the tonic chord is acceptable (including the low so), but be sure that the only notes sung are in the tonic chord.

Finally, remember that with our new a cappella sight-reading format, the director may choose to read the piece in the printed key or in any key suitable for the group. For those of us with young boys' choirs, this rule can be a godsend. In these groups, the suitable key can change daily.

Make yourself and your singers very familiar with the rules and regulations each year before the contest. It will be time well spent.

TMAA
Constructive
Comments

Texas Music
Adjudicators Association

ADDRESS TMAA
CORRESPONDENCE

TO:

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

SPELLING

Word number 1464 is spelled incorrectly on the high school spelling list. It should be "xenogenic" instead of "zenogenic."

CALCULATOR APPLICATIONS

Regarding the elementary/junior high calculator applications contest, section 1414 (e)(1) should read: "Criteria. The 80-question test is graded objectively. Only problems through the last completed or attempted problem will be graded. Add five points for each correct answer. Deduct four points for each incorrect, skipped or illegible answer."

MAPS, GRAPHS & CHARTS

Section 1434(c)(B) of the *Constitution and Contest Rules* should include rulers that are items provided by the school or student as in past years.

KATY HS

The State Executive Committee issued a public reprimand and placed Katy High School on probation in football through October 26, 1999, for violation of the athletic amateur rule. In addition, the school is prohibited from having a post-season football banquet paid for by the school, individuals, or parent groups for the 1998-99 school year.

CHRISTOVAL HS

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

SAN MARCOS HS

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

C&CR ADDITION

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

PROSE & POETRY

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

KILLEEN HS

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

BRYAN HS

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

FORT WORTH DUNBAR HS

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

HUGHES SPRINGS HS

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

WILMER-HUTCHINS HS

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

FORT WORTH ARLINGTON HEIGHTS HS

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

EDINBURG TEACHER ACADEMY

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

FORT WORTH NORTH SIDE HS

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

HOUSTON MILBY HS

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

HOUSTON WORTHING HS

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

SAN ANTONIO LEE HS

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

SUNDAY COMPETITION

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

WAIVER OF RESIDENCE

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

SPELLING AND VOCABULARY

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

CLEVELAND HS

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

BROWNSVILLE LOPEZ HS

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

BROWNSVILLE LOPEZ HS HARLINGEN ISD

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

ONE-ACT PLAY

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

LOCAL ELIGIBILITY RULES

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

OPTIONAL ATTENDANCE ZONE

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

WAIVER

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

APPEALS

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

MAGNET SCHOOLS

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

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

dents enrolled in a magnet school may represent only that magnet school in UIL activities.

ARLINGTON HEIGHTS HS

The State Executive Committee issued a public reprimand to Mr. Ed Koester, head football coach at Arlington Heights High School, put him on probation through Nov. 11, 1999, and suspended him from the playoff games this school year and the first two football games of 1998-99, for violating summer practice rules and open gym rules.

INTERPRETATION OF SECTION 446(B)

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

SAN ANTONIO LEE HS

The State Executive Committee issued a public reprimand with probation through June 3, 1999 to Mr. John Adkins, San Antonio Lee High School, for allowing ineligible students to participate.

SECTION 468(C) INTERPRETATION

The State Executive Committee issued an official interpretation of Section 468 (c): The Waiver Review Board may grant a rehearing on cases that are waived by the Waiver Review Board provided new credible evidence is presented by the district executive committee, and it may grant a rehearing on cases that are denied by the Waiver Review Board provided new credible evidence is presented by the applicant or the school the applicant is attending.

LEAGUE CITY CLEAR CREEK HS

The State Executive Committee issued a public reprimand to Mr. Mike Kerley, League City Clear Creek High School, placed him on probation through June 3, 1999, and suspended him from the first track meet of the 1997-98 school year for an allowing ineligible student to participate.

PORT ARTHUR JEFFERSON HS

The State Executive Committee issued a public reprimand to Mr. David Vince, Port Arthur Jefferson High School, placed him on probation through June 2, 1999, and suspended him from the first two baseball games of the 1997-98 season for being ejected twice in one season.

SOCCER RULE ERROR

Rule 12, Section 7, Article 2 of the Soccer Rule Book should state: Art. 2...A goalkeeper shall not intentionally parry the ball and then take possession or control of it with his/her hands before it has been played [or touched] by another player [of the same team outside the penalty area or an opposing player either inside or outside the penalty area.] This restriction shall not include those situations in which the ball accidentally rebounds from the goalkeeper making a save or play."

The words in brackets [] must be added to page 33 and page 44.

HOUSTON LAMAR HS

The State Executive Committee suspended Mr. Victor Aguilar, formerly of Houston Lamar High School, from all UIL activities through August 21, 1999, for violation of eligibility rules.

BASTROP HS

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

ENNIS ISD

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

SINTON HS

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

GARLAND HS

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

FT. WORTH EASTERN HILLS HS

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

WHARTON HS

The State Executive Committee issued a public reprimand to Mr. Joe Pantalone, basketball coach, Wharton High School, suspended him from the first two district basketball games of the 1997-98 season, and placed him on probation through the 1998-99 school year, for verbal abuse of a game official.

MONAHANS HS

The State Executive Committee issued a public reprimand to Martina Carrillo, volleyball coach, Monahans High School, and placed her on probation through Feb. 19, 1999, for violation of coaching restrictions.

Distribution rights

The UIL mails 15 issues of the *Leaguer* to every public high school in Texas as well as copies to elementary and junior high schools that have returned their Participation Cards. Too often, they end up as packing material for left over fruitcake. The *Leaguer* contains vital information regarding UIL activities. Please distribute these to coaches and sponsors of all UIL activities, and ask them to share their copy. Recommended distribution includes the following.

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