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Run of a Lifetime

'Lam' Jones puts on top show at Royal-Memorial Stadium

Some say they can look at Royal-Memorial Stadium and see the memories escaping through the open sky, but few that were there that day will never forget the day Johnnie "Lam" Jones, a senior from Lampasas, Texas, and a future Longhorn, put on the performance of his life.

Jones, a top sprinter in high

school, was scheduled to run the 100-yard dash, 220-yard dash, and the mile relay in the state meet (this

was, of course, before the change to meters). According to TILF Director and former UIL Director, Bailey Marshall, Jones brought a lot of excitement to the meet that day.

"There was a lot of press coverage," Dr. Marshall said. "We had talked to the coach and promised to keep the press off him until after the races were com-

pleted" The UIL had even assigned a person to stay near Jones so that the press would not be bothering him, Marshall said.

Marshall then went on to explain that race of a lifetime.

"I had seen him run before," he explained, "and he always took off fairly slowly.

"When he got the baton (in the mile relay), he was about 35-40 yards behind first place and 25 - 30 yards behind second place."

Marshall had little hope of Jones winning the event.

"I didn't think he could catch them," he explained. "He passed third and second place in the backstretch, and when he hit the corner he was still 15 - 20 yards behind the lead, and when he hit the straightaway the crowd was going wild. It was deafening. I had never heard anything like that!"

Marshall had other things on his mind, too.

"I saw him start to go inside and I'm thinking disqualification (if there

is a collision between the two runners)," he said.

The former director said that everyone could not believe what had happened.

"It was just unbelievable," he said as a twinkle in his eye appeared. "The marshals were so aghast they weren't holding people out, and even Bonnie Northcutt (who was in charge of recording the event and is now the UIL Violations officer) was crying."

Although Marshall remembers (and other people support that memory as the greatest) that run, he also has other memories of the different state meets held at Royal-Memorial Stadium.

"I remember the great crowds," he said, "especially the last 10 years."

Marshall described how the crowds became more knowledgeable of track as the years passed.

"Most of the time, crowds would fill up under the home team side, but when they realized they could see more on the opposite side, that side

was constantly in fear of rain washing out the meet.

"At 7 a.m. one morning the three top people in the state were pushing water off the track with a broom-like thing," he said. "We got the track ready 15 minutes after the meet was to start. We couldn't even put lines down it was too muddy — we scratched them in by hand."

The first race of that day included a team from Fort Worth that had already broken the national record, and that team was running on the inside lane, which was the wettest. He explained the team won and ran one of the fastest times in the meet that year.

Weather seems to play as a major contributor to state track meets. Marshall's weather description of one year's meet focuses on the weather during one of the hurdles events.

"A young man from Henderson (Joe Wylie), who was touted to break a national record was running in the hurdles," Marshall recalled. "There were some other good runners in the event, too, so we were expecting a close race.

"The weather was threatening all day, and as they turned the corner, the wind hit around 35 mph."

In the next few seconds came a strange phenomenon, he said.

"Whatever lane he was in, no hurdles blew down, but the next two lanes every hurdle fell down," Marshall said. "So this guy finished third but probably would have won if the other runners' hurdles hadn't blown down."

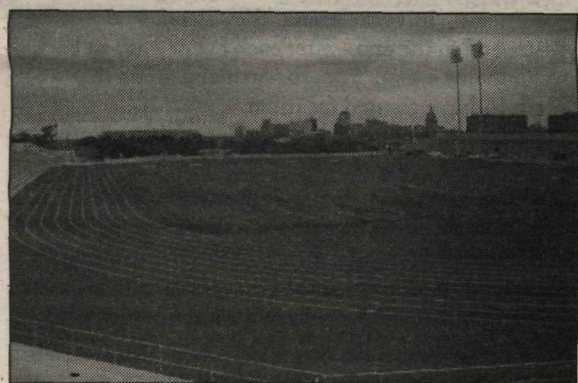
The former director said the boy's coaches protested, but since in was ruled as "an act of God", the protest wouldn't stand.

Marshall remembers seeing a tornado about a mile from the track.

"We were in the middle of the



FINAL PREPS
Two workers begin assembling gates for entrance into the stadium. The new track field, the Mike A. Myers Field, is set to host the UIL State Track Meet, May 14-15.



WHAT A VIEW

Not only will fans have a chance to see the best in track and field in Texas, but will be treated to a wonderful view of the capitol building and the Austin skyline at the Mike A. Myers Field.

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State Track Meet set to be held in new stadium on UT campus

Much like the storied "Four Horsemen" of Notre Dame, memories and favorite ghosts rise out of the Royal-Memorial Stadium on the University of Texas campus. College memories seem to abound with the likes of Earl Campbell and Ricky Williams, as well as other storied legends that walked the turf of the stadium.

The stadium, though, will not have any more memories of high school track feats as the UIL state track meet will be moving to its new home, the Mike A. Myers Stadium and Soccer Field, adjacent to the stadium.

The 20,000 seat "state of the art" facility will open March 20, hosting a Longhorn track meet and the Texas

Relays before the UIL State Championships, to be held May 14-15. The track itself will be a nine-lane European-style layout with a wider turn radius to allow for more speed on the curves. All field events can be held within the stadium. Field even areas feature dual jump lanes, several throwing circles, and two high jump aprons. The track will circle a regulation-size soccer field. In addition, there will be a separate score board for track and soccer, full lighting, several concession outlets and rest rooms.

The stadium is named for Mike A. Myers, a track and field athlete in his undergraduate days and a long-time major benefactor to many areas within The University.

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Strong Sense of Fair Play

Violations of different rules causes concern of equity among participants



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Bill Farney

UIL Director

Recent weeks have seen a number of penalties and forfeitures applied to schools for violations of rules. In most cases, the forfeitures have resulted in the team being disqualified (by result of forfeited games) to compete in the state play-offs. Some of the forfeitures came as a result of violations of the parent residence rule – others because of no pass, no play infractions.

When these traumatic events occur, a dialogue develops to question the “why” of forfeits. Is there another way to enforce regulations without utilizing forfeiture? Does the penalty fit the crime? Why not remove the ineligible player from the team and let the team go forward?

In pursuing the concept of “letting the team advance, but removing the offending player,” the dilemma is defining the conditions where the team goes on and those situations in which a team is disqualified.

One of the bills before the state legislature at this time does not permit forfeits unless the coach or school employee “deliberately or intentionally” plays an ineligible player. Proving “intent” has proven to be very difficult, if not impossible. This bill would virtually eliminate the enforcement of all major eligibility rules – including the academic standards often expressed as “no pass, no play.” Why would the rules be eliminated? Here’s an example.

School “A” is just entering the playoffs. For the sake of example, let us presume they have a player who is 22 years old. Of course, the coach and school administrators attest that they know nothing of how this situation came to be, and most certainly did not willfully, deliberately, or intentionally play the ineligible player. Rules require the ineligible player to be removed from the team because now, if he were to continue to play, it would be intentional. The team moves on and the player drops out.

After the first round of play, in which School “A” is defeated by School “B,” it is discovered that School “B” has played three academically ineligible players. One is a star player, one a special teams player, and one seldom gets in the game. Team “A” is furious

because they want their team to go on in the playoffs by having School “B” forfeit the game.

Coaches and administrators at School “B” attest that the playing of the three players was unintentional and beyond their control. Fans and officials at School “A” disagree because they have a patron whose relative lives in School “B’s” district who “heard” the kids are being played intentionally even though it is widely known they are not passing. After a hearing in which a committee rules that School “B” did not intentionally play ineligible players, a group of parents from School “A” get a temporary restraining order to remove School “B” and reinstate Team “A” in the second round of the playoffs. This occurs on Friday at 10 a.m. in a local district court to which neither legal counsel nor school representatives from School “B” have been invited.

At 2 p.m. in a court of jurisdiction in School “B’s” district, another restraining order is entered to assert that Team “B” will play the game – not Team “A.” In the meantime, Team “A” is on the bus and en route to the game, unaware that another order has been filed. The order reinstating Team “B” also specifies that the game be moved to Saturday at 7: p.m. The second round opponent, who will play either “A” or “B,” does not know about the rescheduling and is also en route to the game.

Since there are conflicting orders from two different courts, the UIL cannot authorize the game to be played without being in contempt of court. On Monday in a third court, it is determined that “B” shall play. However, for safety reasons, the third round game must be played on Saturday to help prevent injury as a result of playing two games within a five-day period.

At another high school near School “A,” several ineligible students were kept out of competition all year, but the coach vows to remain silent on any future ineligible students, and let them play, since the only penalty is to remove them from the team. In fact, if nobody questions eligibility, the players’ ineligibility might never be discovered.

Far fetched? Not really. The strong sense of fair play and equity are enforced by the integrity of school people. When or if it ever becomes an advantage to not be diligent in enforcement of eligibility rules, everyone will adjust to a lower standard. The weakest enforcement, the most liberal interpretation of rules will be the prevalent condition. How can honest, abiding-by-rules schools compete with any school of

When or if it ever becomes an advantage to not be diligent in enforcement of eligibility rules, everyone will adjust to a lower standard.

lesser standards?

More importantly, all school activities exist for students who are amateurs, for those who pass their schoolwork and those who display positive citizenship traits. Activities are not for everyone. They are a privilege, an extra benefit – never a right for those who participate. Those students who perform and compete do understand the nature of competition. They have been at this since little league! They have dealt with two imposters – success and failure. They have played well on a team – and lost. And played poorly, but saw their team win. They know life is not fair and that they cannot be insulated against disappointment. In every arena, they strive to do their best. And in the end – after each event – adjust back to normalcy – away from the artificial arena that we as adults have created for them.

I sometimes believe adults seldom adjust. As they live their lives through their children, they seek to support and protect. But, is it positive to adolescent development to create mandates that artificially sustain a team in playoffs, after it is discovered that an ineligible player participated?

If everyone competes by the same rules, an occasional breach of rules will occur. One team or the other, one player or another, will fail to meet a standard. In the simple games of hopscotch and jacks, there are those who fail to pick up all the jacks or inadvertently step on a line. The youngsters know when they are out. But some adults would change or make exceptions to ease the pain of loss and save their children from disappointment.

In their haste to make things right by changing current structures, they forget that there might be good reasons for keeping things the way they are.

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Dedication to publications

Devotion of professional life different than devotion of total life

I received a note from a young teacher recently. She advises an outstanding yearbook but is, she said, struggling to upgrade the newspaper, which isn't to suggest the paper is weak. It's above average always, good often.

My opinion on these things has evolved over the years. I used to admire those young teachers who devoted their lives to publications, guys who slept on a couch in the newsroom on deadline, and women whose entire lives evolved around a yearbook. Problem is, only a few of those people are still around.

It is one thing to devote one's professional life to scholastic journalism. It is another to devote one's life to scholastic journalism. I'd rather see the program survive over the long haul with a strong teacher and not-so-long publications than to see it burn brilliantly over three or four years, only to implode and fizzle by year five.

So I suggested that the young teacher look at the big picture. Enjoy a rich life of friends and family. Don't waste your youth on producing what you hope will be Gold Crown-winning publications because, first, you have no control over whether you'll win one of these awards, and second, in five years, few will remember or even care whether the yearbook won a Pacemaker. But you and your family will remember if you miss a birthday, a piano recital or a baseball game.

As far as newspaper and yearbook are concerned, do as much as you can and be happy with that. You won't need a scholastic press association to tell you whether you're doing a good job. You'll know.

If you need to ask questions, ask these:

Are your students receiving a quality educational experience? Are the students happy with the publication, excited when it comes out? Are parents? Administrators? Teachers? Do they take it seriously? Does it command respect?

Do you like your students? Do your students like each other? Do they work as a team? Do they support each other? Are they respected within the school, viewed as leaders?

Do your students like you? Is your classroom a warm and safe haven in the school? Do students enjoy being there nights and weekends? In 10 years, will they have good memories from the UIL and ILPC trips you took together?

Are they learning more from you than feature leads and photo editing? Are you helping them grow into responsible adults? Is the publications experience enriching their brief time in high school?

In five years, will your students be glad they took your class? Will they drop by at homecoming, sit in the J-lab and tell stories about way back when? Will they e-mail you from time to time to let you know they've graduated from college, landed a better job, moved out-of-state, or just had a baby? Will you get Christmas cards from them? Will they hope you're still teaching so that their children can one day take your class, too?

If you can answer "yes" to most of these questions, then anything and everything else is gravy, regardless of the publication's rating.



Bobby Hawthorne
Academic Director

• This is not to suggest that journalism is a feel-good class. Far from it. Scholastic journalism exists to teach students to think clearly and deeply, to examine problems, to lead, and most importantly, to seek and report the truth. This is neither simple nor easy, and many teachers exhaust themselves coaxing their students—especially students today—to go beyond the obvious, to express an opinion deeper than what will fit on a bumper sticker, to escape the banality of the crowd.

For example: I came across a photograph recently of two senior citizens, a man and a woman, sitting in wheelchairs at a high school football game, surrounded by four or five student council types. The woman is peering at the camera, captured in the middle of a Mona Lisa smile which may or may not be her normal mien. She may be an Aunt Bea. She may be the aunt from Hell.

We'll never know.

The old guy is slumped in his wheelchair, eyes staring straight ahead, hands folded in his lap, his face frozen for that split second in what seems to be a perpetual frown. Who knows, he may smile most of the time, but in that 1/125th of a second it took the shutter to click and strobe to flash, he was scowling.

The four or five students in the photo have that bored, slightly embarrassed look on their faces, as if they'd rather be up in the stands with their friends but are here to fulfill a student council activity requirement. The caption says that the program provides "the opportunity for senior citizens to interact with students..." but no one here is interacting.

It's a fascinating photo in that it suggests so much and says so little. Yearbooks are full of imitation-of-reality photos like this one.

Students may not care, but I want to know who these people are. This old couple: are they married or did they just happen to end up sitting next to each other? Is the old guy a former student? Did he in his youth play on these fields and, if so, what are his best and worst memories of those times?

Do the students know them in any way deeper than by name? And these kids: who are they? What are they thinking? What are they feeling? What have the students learned, if anything, by taking part in this program? Is it interesting to visit the local nursing home, to intermingle with someone else's grandparents, or is it just an obligatory drag?

The photo captures a moment but reveals nothing. The caption is no help. Sadly, this is true of much of publications content, which goes a long way toward explaining why yearbook sales are so anemic and newspapers are left scattered around campus, an hour after distribution. It doesn't help that trends today encourage superficiality.

Yearbooks that attempt to tell the story of a year by plopping a dozen or so photos on a spread, a few cluster captions, a few random quotes and a list of top movies and restaurants ultimately shortchange the customer. I first wrote "the reader," but really, who reads this stuff? No one. It's meant to be scanned, not read.

"Today's sophisticated students want red-hot graphics," I hear. "Hot design. Hot coverage. Quick reads. Factoids. Split-second visually stimulating cyber-space images at a rapid fire pace."

Flash an image, then flash another. Pray the reader never stops to ponder, to dwell on any given image, verbal or visual.

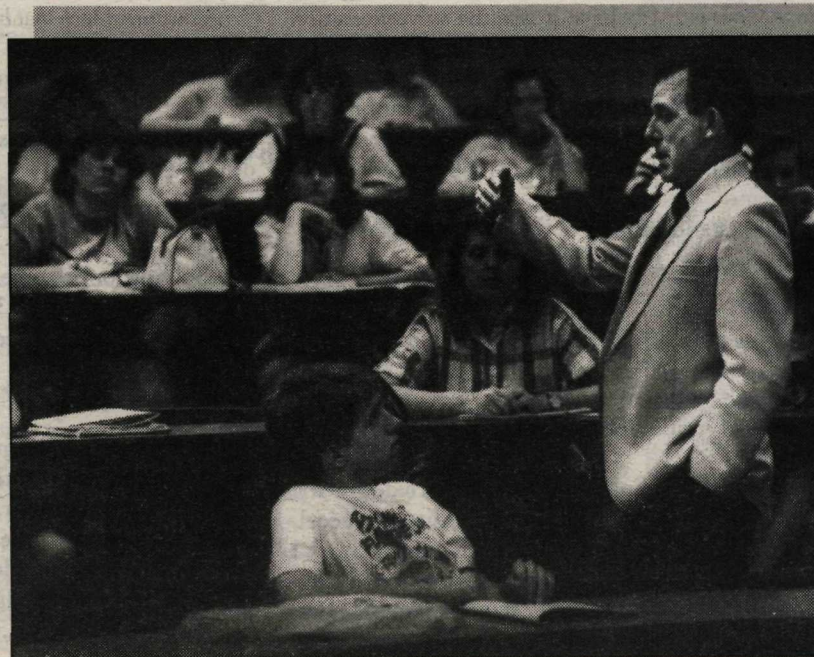
"Don't contemplate. Don't think. Gaze at the pretty lights and move on, quickly, quickly."

Actually, this is the last thing today's students need. Their lives are moving too fast as it is. They need help in making sense of it all. Rather than providing understanding, this music video approach results in more confusion, more superficial treatment of people, young and old alike, as cardboard figures playing preconceived and preordained roles rather than as real people with genuine and unique personalities, thoughts and emotions that transcend stereotypes.

And when you collect a publication full of these artificial images, it creates a product as devoid of soul as a mail order catalogue. Lots of smiling, pouting and posturing, but no soul.

That the student council wheels out the old folks once or twice a year to a football or basketball game is of no real consequence unless someone takes the time to explain what this means to all concerned. And you can't explain a lifetime spent in a red hot factoid.

Reconciling the first half of this column with the second is no easy task, but this is the dilemma we face, our challenge if journalism education is to survive, if student publications are to truly satisfy the ideals of a vibrant, free press.



DOMINANCE
Explaining the need for a dominant picture on a spread, H. L. Hall, of Kirkwood, Missouri, has become a fixture at the ILPC Summer Publications Workshop. The workshop, known as one of the top workshops in the nation, brings in some of the most talented and sought after workshop instructors in the nation. The workshop will be held June 18-21 on the University of Texas campus.

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 TAJE 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 nelly@mail.utexas.edu

Dream comes true, then I woke up

I could start this two ways – “the grass is always greener on the other side” or “my dreams are fulfilled.” Either way explains my first reactions to becoming a member of the “inner circle” of UIL.

As a teacher of 20 years and leader of high school journalism, I always knew the people in the UIL offices had it easy – get to the office about 9, spend the morning drinking coffee (or in my case, Diet Coke) and talking about the latest awards show or the little town in East Texas that just realized there’s such a thing as UIL. Then around lunch, head out to one of the many Austin eateries for a casual two hour lunch, get back about 2, answer a few e-mails and return a few phone calls (we all know it takes about two weeks to get UIL to return a phone call), then head to the golf course for a quick 9 before the sun goes down on the beautiful hills of Austin – what a life. Yeah, that’s what I thought, too.

Then I started my real education.

Too, I could look at this as a dream come true. As an organizer of many activities, both UIL and other, on the different campuses I taught and lived, I have seen the many areas UIL is involved and helped and wanted to become a part of that leadership in students’ lives. My dream has been fulfilled.

I have a chance to affect students’ lives in a different way than a teacher’s. I will miss the many ways a teacher has that opportunity to affect a student’s life each day. As a former journalism teacher I will miss the look on a student reporter’s face after he or she writes that story that is talked about throughout the school. That proud look, too, that each yearbook staff member gets when the book is distributed and he



Randy Vonderheid
Assistant Academic Director

or she knows they added to the history of the school by making sure everyone remembers an event. And even when students come back after graduation and begin telling me how other schools did not produce as good a publication as we did — there’s nothing that will replace that look of satisfaction, and I will miss it tremendously. And I certainly will miss the summers off (or should I say the ‘recuperation’ time).

But the challenges I will be facing in the future will give me a different arena to affect students’ lives.

To sit back and realize, each of you, that you will have the power to introduce a student and education to the 21st century, and you have the power to do it in a positive way, or a negative way. That is power each of us in education has. And I have the opportunity to be a leader of scholastic competition heading into the 21st century. This is a major responsibility each of us should realize in our own areas, whether we are a teacher, administrator, or simply an Assistant Academic Director with UIL.

My predecessor emphasized customer service in his time here. I have come to find all the people here, both those you see in the *Leaguer* and those who are the muscle behind our talk emphasize customer service each day they are here.

It is quite impressive to see how much the UIL people do, and how much they care about the students in Texas, and that will be my emphasis, also.

As a teacher, my caring centered on the 100-150 students I had and those I came in contact with each year. As a member of the UIL “inner circle” I will no longer have those 100-150 kids to inherit, nurture, teach and care for each year, I will have the thousands and thousands of students throughout Texas to inherit, nurture, teach and care for. It is a huge responsibility I accept, as each of you has accepted as your role as teacher and coach at your school.

Yes, the 21st century is going to be interesting, and you and I will have the chance to make the start of that century a success, or a failure. In my mind it’s going to be a success, and I hope in your mind, too.

Academics Briefs...

- Check out Texas Tech’s UIL web site at www.texastech.edu/uil. Regional director Lynn Elms said, “I am so proud. I sort of feel like a child has been born.” Soon, we hope all regional sites will have similar sites.

- If you need to e-mail ready writing director Karen Werkenhth, her address is kwerkent@eanes.k12.tx.us. Do not use her home e-mail address, which was published in the January Leaguer.

- Question: Can high school ready writing and journalism students take their district test at their local schools and later have the papers taken to the district site? Answer: Yes. We highly discourage this, unless you plan to run the district 100-meter dash the same way.

- Question: May an eighth grader compete in a UIL high school district meet? No. In order to compete, a student must be a full-time student in the high school for which he intends to compete.

- Question: In current issues and events, four students per school may compete at district. If all four place, can you count their scores?

Yes. For example, if students place third, fourth, fifth and sixth, the school would accrue 22 points (8+6+4+2=22).

- Question: In current issues and events, is it possible for a school to advance four students to district?

Yes. Imagine that School A had students B, C, D and E compete. The individual score is determined by adding objective and subjective scores. A school may place students B, C and D first, second and third respectively in the objective portions of the contest. They would constitute the team.

However, in the individual portion of the test, student E may score high enough on the essay to surpass student D for third place overall.

Thus, the school would advance a team consisting of students B, C and D, and students B, C and E in the individual competition.

- Included in this year’s regional handbooks is this statement: “It is the responsibility of contestants and/or their coaches and school officials to obtain contest results. Please plan to be present for verification and awards for your event or have someone from your school present. Regional meet directors are under no obligation to contact winners who fail to attend award presentations or to provide them with results and winner’s packets.”

Director considers new type of calculator problem

By David L. Bourell

Calculator Applications Contest Director

I am considering for the 1999-2000 contest year writing stated problems based on constant acceleration.

It has been about six years since a new problem type was introduced into the Calculator Applications Contest. I believe it was the solver/iteration problem that appears on Page 5 of the contest. I am considering for the 1999-2000 contest year writing stated problems based on constant acceleration. The topic is consistent with material covered in high school texts, and it would form a subcategory of rate problems.

The standard form of the equations would be

$$v = v_0 + a(t - t_0)$$

and

$$d = d_0 + v_0(t - t_0) + \frac{1}{2}a(t - t_0)^2$$

where a = constant acceleration, v = velocity, d = distance, t = time and v_0 and d_0 are associated values at time t_0 .

Problems amenable to this style include gravity, falling objects, projectiles of various sorts, and accelerating and decelerating vehicles. If implemented, I would consider adding the acceleration due to gravity, $g = -9.807 \text{ m/s}^2 = -32.17 \text{ ft/s}^2$, as a “must know” constant which contestant must memorize. The negative sign is consistent with the usual convention

that “up” is positive and “down” is negative.

Here’s what a challenging problem might look like.

A ball is dropped from a 200 ft tall building. After one second, a second ball is thrown downward such that both hit the ground simultaneously. What is the second ball’s initial velocity if air resistance is neglected?

= _____ ft/s
The solution begins with the first ball, whose distance equation is

$$d = 200 \text{ ft} + \frac{1}{2}(-32.17 \text{ ft/s}^2)t^2$$

Solving for the time to impact the ground (i.e., $d = 0$) we obtain $t = 3.53$ seconds. The second ball leaves at $t_0 = 1$ s, so its equation of motion is

$$d = 200 \text{ ft} + v_0(t-1s) + \frac{1}{2}(-32.17 \text{ ft/s}^2)(t-1s)^2$$

Since both hit the ground at the same time, $t = 3.53$ s when $d = 0$ ft for the second ball. Solving for v_0 , we obtain our answer, -38.5 ft/s .

Two variants to the acceleration problems are feasible. The first is problems of angular acceleration, in which the relationships become

$$\omega = \omega_0 + \alpha(t - t_0)^2$$

and

$$\theta = \theta_0 + \omega_0(t - t_0) + \frac{1}{2}\alpha(t - t_0)^2$$

where α = constant angular acceleration, ω = angular velocity, θ = angle, t = time and ω_0 and θ_0 are associated values at time t_0 .

The second type of problem involves force, which for a constant linear acceleration a is $F = ma$, where m is the mass being accelerated. For example, in the ball problem, suppose the balls each weighed 5 pounds, and that the second ball was linearly accelerated to -38.5 ft/s over a distance of -5 ft . Then the acceleration is obtained from $-38.5 \text{ ft/s} = at$ and

$$200 \text{ ft} = 205 \text{ ft} + \frac{1}{2}at^2 = 205 \text{ ft} + \frac{1}{2}(-38.5 \text{ ft/s})t^2$$

We obtain $t = 0.260$ s and $a = -148.2 \text{ ft/s}^2$. The force F needed comes from $F = ma$.

$$F = (5 \text{ lb}_m)(-148.2 \text{ ft/s}^2) \left(\frac{1 \text{ lb}_f}{32.17 \text{ lb}_m \text{ ft/s}^2} \right)$$

which has a solution of -23.0 lb_f , where a pound mass (lb_m) is a unit of mass whereas a pound force (lb_f) is a unit of force. It may be easier for contestants to work in the metric system (kilograms, m/s^2 and newtons), but knowing about the English system is worthwhile.

[let David Bourell know what you think. He can be reached via e-mail at dbourell@mail.utexas.edu.—ed]

Check documentation before contests

With Cross-Examination Debate State Meet and Academic district competition just around the corner, this is quite an exciting time! It is also a very busy time for coaches so let me post a few important reminders and clarifications to assist you in making those final preparations for spring UIL competition.



Jana Riggins
Assistant Academic Director

The number of entries for informative speaking, persuasive speaking, prose, poetry, and Lincoln-Douglas debate has not changed. Three is the maximum number of students a school can enter. An academic entry form with entries in accordance with the *Constitution and Contest Rules* was mailed to the academic coordinator of each school and also can be downloaded from our web site.

There has been no rule change on the number of LDers who advance to regional and state—three advance. The only change is that the *Constitution* now states that “all places (first, second, and third) shall be determined.” This makes the wording consistent with the cross-examination debate rule in terms of determining final places in competition at the district and regional levels. Because both first and second places advance to the next level of competition, this wording allows those two places to be determined without debating, if desired. Since debaters already know they will advance, such debates are often less than ideal. Debates to determine third place will still be necessary unless two debaters from the same school reach a mutual agreement.

In Category A of poetry interpretation, “*Voices Beyond the Americas*”, biographic information showing the birthplace, nationality, or citizenship of the poet is required. Documentation stating the author is “a native of...”

is acceptable. Webster’s defines the term ‘native’ as “to be born”, “belonging to a particular place by birth.”

For Category A of prose interpretation, “*Celebrating Authors of the Southwest*,” remember that simply because an author writes about the southwestern United States doesn’t automatically make him or her eligible to be read in this category. The author must be born in Texas, Oklahoma, New Mexico, Arizona, Colorado, California, Nevada or Utah. Also, documentation that only states, “grew up in”, isn’t sufficient to prove birthplace.

Those of you who are hosting district meets or will serve as contest director for prose or poetry interpretation are urged to have copies of this year’s UIL Prose and Poetry Handbook and *Leaguer* articles on hand the day of the contest. They will be very helpful

1999-2000 CX DEBATE TOPIC RELEASED

Resolved: That the federal government should establish an education policy to significantly increase academic achievement in secondary schools in the United States.

for documentation check and for judges to review before they enter rounds to judge. Three of the categories are new this season and it is important that officials and judges have a thorough understanding of them. The sooner these are reviewed, the better, so that any questions raised can be forwarded to the League office for clarification prior to the contest.

Prose and poetry selections found on the Internet are allowed if the literature has also been published concurrently in hard copy.

Any coach who is concerned about their documentation or diversity program should

contact me at the League. It is much better for the sponsor to discover ahead of time that documentation is insufficient than for your student to be denied the opportunity to compete the day of the contest as a result of presenting documentation that didn’t meet the requirements. Plan to request approval early, since our staff is already busy with preparations for the Debate State meet and an instantaneous reply will be next to impossible.

On a futuristic note, I want to share with you a new process we are beginning at the League in regards to the selection of LD debate topics. Thank you for all the positive feedback we have received about the spring LD resolution. Much effort was put into the wording of the Internet topic and we’re glad you are pleased. Because we value your feedback and because wording topics is such a grueling process that needs diverse input, we are instituting a Lincoln-Douglas Debate State Advisory Committee. This group will meet this summer to discuss topic areas and possible wording of resolutions. I am currently soliciting topic ideas on our web page for the committee to address, so please get involved in this process by submitting your ideas.

Summer workshop set

Speech Coaches’ Summer Workshop, held in conjunction with the Academic Coordinators Workshop, is set for July 9-10. Many changes were made last year in this conference and my new cohort Randy Vonderheid and I are open to even more, so if you have sessions you’d like to see as a part of the programming, contact me as soon as possible. The conference is a great way to get your feet wet if you’re new to this business of coaching speech, to fellowship with other colleagues and discover innovative ideas if you’ve been coaching for awhile, the perfect place to get a head start on the competitive year, and besides all that—Austin’s a fun place to be in the summer! Make plans now to attend.

State Helpers

Speech Honor crew applicants

Even though your district meet is not only inching closer, but approaching by leaps and bounds, deadline is near for applications to serve on the State Meet speech and debate Honor Crew. Applications are now being accepted for the 30 positions on the crew.

These high school students serve essential roles at the State Meet in introducing speech competitors, distributing and collecting ballots, timing presentations, and serving as runners and prep room monitors in the extemporaneous speaking contests. For all their hard work, and it does take energy and stamina, they have the chance to see excellent rounds of competition and to work with students from schools around the state. Each crew member will also be provided a lunch ticket and a ticket to the one-act play contest.

Two students from any high school may be nominated by their speech coach, with a brief letter explaining their experience in UIL competition and their ability to serve responsibly in this position. Each crew member must commit to serving four preliminary rounds on Friday and two sessions of finals on Saturday. By the end of the second day of the tournament, there is usually quite a competition going between crew teams that want to work a particular final round. Each team consists of three students, including a chairperson, timer, and monitor.

Crew members will be selected as applications are sent to the UIL office, so it’s important to apply early. In the event someone accepted as a crew member qualifies to compete at the State Meet, a substitute will be named. We mail each crew member the materials to be used prior to the meet and conduct a training session early Friday morning before state competition begins.

On a different note, if some of you wonder why I’m not in the contest roll calls or often visible during State Meet, it’s because I’m working with the Honor Crew before and between each round. They have been a wonderful group to work with in the past, and their enthusiasm and commitment add a great deal to the quality of the meet. Most members’ evaluations indicate they enjoy the experience, and learn things that will be helpful to them in competition or in hosting their own meets. Many of them return to the State Meet as contestants next year.

Informative Topics

1. Why is the Intel, Corp. the center of controversy?
2. What are the concerns about Zimbabwe’s President, Robert Mugabe?
3. What is the U.S. doing about the many civil wars in southern Africa?
4. How is Castro addressing crime in Cuba?
5. What is President Clinton doing to move on after impeachment?
6. Why is Joe Arpaio under fire?
7. Why is the IMF withholding loans from Russia?
8. What is the current state of race relations in America?
9. How is genuine freedom of conscience being challenged in post-Soviet Russia?
10. Who is Abdullah Ocalan?
11. What are the recent developments in Angola?
12. What is at stake in the Kosovo peace talks?
13. Why are firearms manufacturers on the defensive?
14. Who is Milan Milutinovic?

15. What is the current political climate between the United States and Iraq?
16. What are the U.S. and Mexico doing to clean up the border region?
17. How do girls fit into the juvenile crime picture?
18. What steps is Tony Blair taking to reform welfare in Britain?
19. Who was John Ehrlichman?

Persuasive Topics

1. Are the United States and United Nations taking adequate steps against Iraq?
2. How will the death of King Hussein affect the Middle East?
3. Can the NBA win back its fans?
4. Will the Clinton scandal ruin Gore’s chance at a presidential nomination?
5. Should gunmakers be liable to victims of gun violence?
6. Is the new Intel computer chip a great invention or an invasion to privacy?
7. Will Mohammed Bakr al-Hakin play a role in the downfall of Saddam Hussein?
8. What will Washington be like in the

9. Will statehood finally come for Palestinians?
10. Can Mitt Romney rescue Salt Lake Olympics from scandal?
11. School vouchers for Texans: How will lawmakers vote?
12. Will Hillary Clinton make a run for the Senate?
13. Can the past be buried in Cambodia?
14. How concerned should the international community be about North Korea?
15. Will the Euro force Canada into common currency with the United States?
16. What will be the fate of the Independent Counsel Act this summer?
17. Can Texas Governor George W. Bush be convinced to throw his hat into the race for the presidency?
18. Can democracy be achieved in Nigeria?
19. How will the Republicans go about repairing their image after the impeachment hearings?

Burden of success of educational part of competition lies with teacher/director

The great myth of the One Act Play Contest is the fantasy that nothing else happens in the spring. I'm sure that many sponsors of UIL and other extra curricular activities hold the same opinion of their own special piece of the world. I urge all to recognize that there is life after UIL. Although the impact of all competition is immediate it should not be a vehicle of destruction.



Lynn Murray
Drama Director

The difference, I believe, in educational competition and destructive competition is the education part. The heavy burden of the education part relies on the teacher/director. The OAP Handbook is loaded with director details concerning function, policies, procedures, process, ethics, definitions and rules. The basic rules are shockingly similar to those developed between 1927 and 1939.

The remainder of the stuff was developed through years of meetings, questionnaires, phone calls, letters and experiences of all involved. All the stuff from the "Definition of Educational Theatre" to the "Index" is intended to maintain balance, focus, and equity in educational theatre competition. These thoughts are merely amplifications of the OAP Handbook—perhaps more bluntly stated.

Approach the OAP experience with humility and an open mind. There is more than one way to do everything from the first rehearsal through contest

and a final performance. Prepare your students to deal with critiques, including the final directorial critique, as though there is always another performance. Make your script available to the critic. This should be a part of the contractual agreement. Train students to focus on improvement rather than "why we didn't advance." Critics are not responsible for answering "why?" The question is redundant. Rankings provide a clear answer. In contests, deal with the moment rather than yesterday or tomorrow. See the performance that is there and urge your cast to follow suit. Comparisons seldom work.

Make sure your company understands the position of the OAP critic. The extension teacher is not an adversary. Judges do not enforce rules. Deal with the contest manager if you think there has been a clerical error. Such mistakes should be corrected immediately. Waiting will make things worse. Ask critics questions of understanding in positive dialogue and make sure your company follows.

Always evaluate praise in the same light as criticism. What your family, friends or administrators think of your play or performance may be appreciated but must be viewed as support, not objective evaluation. Rationalization or justification is a waste of time. Spend your time teaching in relationship to the play rehearsed or performed as you teach students that educational competition starts and ends with education, not winning.

Directors are urged to complete critic judge questionnaires following each level of One Act Play competition. The questionnaire for the zone or district was mailed with the eligibility notice for each entry. A critic judge questionnaire is included with

the contest manager packets and advancing school envelopes at each level. If adjudicators are to be evaluated it is essential that OAP contest managers and directors fully participate. These evaluations serve as the basis for area, regional and state meet OAP critic judge eligibility and selection.

The committees of Texas Educational Theatre Adjudicators Organization will meet May 21-22 to review each critic judge questionnaire, review critic judge files and make recommendations for adjudicators used at area and regional levels. They also rank adjudicators to be reviewed/selected to serve the State Meet One Act Play Contest on May 4-6, 2000.

Directors and contest managers can impact the selection process by completing questionnaires. Critic Judge Nomination, Criteria for State Meet and the Critic Judge Nomination Form may be found on pages 29-30 in the current OAP Handbook.

The nomination form is used by the AO Administrative Committee in addition to the questionnaire. They will receive very few if past history is any indicator. Don't complain about not having a voice if you fail to act. *Questionnaires and recommendations do make a difference.*

Look forward to a new OAP Handbook. It should be available by next fall. Look forward to rule changes for next year. They do not apply this year.

The difference, I believe, in educational competition and destructive competition is the education part

UIL updates, adds TETA's One-Act Play judge list

This list, ones published in October, November, January Leaguer only people that can adjudicate plays

1999 UIL approved Texas Educational Theatre Association Adjudicator Organization's OAP Critic Judges (Feb. 21, 1999)

The 1998-99 Texas Educational Theatre Association Adjudicator Organization's List of Critic Judges is published for the benefit of zone, district, area, and regional personnel making choices of critic judges for the one-act play contest.

Only the judges on this list and those listed in the October and updated in the November and January Leaguers may be used to adjudicate UIL one-act play contests. The complete and final list is available on the UIL web page.

The UIL recommends the use of a single critic judge. [Refer to Section 1033 (d) (3) (B) (i).]

Changes, Additions, Confirmations and Deletions as of February 21, 1999

Change:

* = TETAO recommended Area/Region Judge

1 = Independent
2 = College/University Employee
3 = Public School Employee
4 = Private School Employee
() = Institution affiliation
I, II, III, IV = Approximate Region of Residence
[] = Year Recertification Required

Change listing:

(1) Jeannine Pasini Beekman (Spellweaver Productions), PO Box 562, Benton LA 71006 (318) 965-9984-III [01]

Change telephone:

(*1) Charles R Jeffries (210) 822-5586 -IV [04]

Add: (certified)

(2) David R Allen, Midland College, 3600 N Garfield, Midland TX 79705 (915) 686-4205 -I [04]

(3) Mildred Austin (Rio Vista HS), Rt 1 Box 473, Walnut Springs TX 76690 (254) 897-7563 -I [04]

(1) Jerry Ayers (Haute Ayers Designs), 3111/2 S. Rogers, Waxahachie TX 75165 (972) 938-0316 -II [04]

(2) Dennis C. Beck, Southwestern Univ, PO Box 770, Georgetown TX 78626 (512) 863-1373 -IV [04]

(2) Charlene Bigham, North Harris College, 2700 W W Thorne Dr, Houston TX 77073 (281) 618-5582 -III [04]

(1) Thomas J Byrne, 2202 North Loop Apt 242, Austin TX 78756 (512) 452-7502 -IV [04]

(2) Jack H Degelia, Wharton Co. Jr College, 911 Boling Hwy, Wharton TX 77488 (409) 532-6397 -IV [04]

(1) Lisa C Denman, 402 Jo, Waco TX 76706 (254) 662-6359 -II [04]

(2) Lisa Devine (Texas Tech Univ), 5710 4th St Apt 1904, Lubbock TX 79416 (806) 796-0660 -I [04]

(1) Chester Eitze (Bastrop Opera House), PO Box 1562, Bastrop TX 78602 (512) 303-2484 -IV [04]

(3) Denise Gambrell (Dallas: Zumwalt MS), 2213 San Antonio St, Grand Prairie TX 75051 (972) 988-0355 -II [04]

(2) Alex Garza (Coastal Bend College), PO Box 4516, Beeville TX 78104 (512) 358-5242 or 354-2302 -IV [04]

(2) Andrew Christopher Gaupp, Univ of Texas at Arlington-Theatre, PO Box 19103, Arlington TX 76019-0103 (817) 272-3141 -II [04]

(2) Marrakesh Glasspool, Lamar Univ-Music-Theatre-Dance, PO Box 10044 LUS, Beaumont TX 77710-0044 (409) 880-8037 -III [04]

(2) Clay Grizzle (Howard College), 1506 Vines, Big Spring TX 79720 (915) 268-9400 -I [04]

(1) Kay Heberle, 1327 Axton Carter Dr, Keller TX 76248 (817) 788-9417 -II [04]

(2) James Henderson, McNeese Univ, PO Box 90420, Lake Charles LA 70648 (318) 475-5049 -II [04]

(2) Elisabeth Hostetter, S F Austin State Univ-Theatre, Box 9090, Nacogdoches TX 75962-9090 (409) 468-1290 -II [04]

(2) Ina Wilder Jensen (TX A&M-Campus Christi), 4514 Clearwater, Corpus Christi TX 78413 (512) 855-7300 -IV [03]

(3) Diane M Kaste (Humble: Kingwood 9th grade campus), 2219 Friarwood Trail, Kingwood TX 77339 (281) 359-2626 -II [04]

(1) W Scott Lancaster, Rt 1 Box 116, Pecan Gap TX 75469 (903) 325-4241 -II [04]

(4) Eric G Mason (Strake Jesuit Coll. Prep), 14819 Earlswood, Houston TX 77083 (713) 774-7651 -III [04]

(1) Richard Montgomery, 3200 S 1st St Apt 606, Austin TX 78704 (512) 383-8523 -IV [04]

(2) Jackie Ogden (Central Texas College), 942 Fannin Loop, Temple TX 76501 (254) 778-2405 -I [04]

(3) Allana L Patterson (Paschal HS), 2806 Manchester Ln, Grapevine TX 76051 (817) 329-2172 -II [04]

(2) Tim Poertner, McLennan Comm. College, 1400 College Dr, Waco TX 76708 (817) 299-8118 -II [03]

(2) Chuck Pulliam, Sul Ross State Univ-Theatre, Box C-43 SRSU, Alpine TX 79832 (915) 837-8211 -I [04]

(3) Kathryn S Carter Rodrigues, 7015 W Beverly Mae Dr, San Antonio TX 78229 (210) 697-9519 -IV [00]

(2) Dona W Roman, Sul Ross State Univ-Theatre, Box C-43 SRSU, Alpine TX 79832 (915) 837-8219 -I [04]

(1) Frankie Schexnayder (retired), 2738 Ruth Ln, Port Neches TX 77651 (409) 727-1555 -III [04]

(1) Trina Green Taylor (Retired), Rt 3 Box 60, Timpson TX 75975 (409) 254-3873 -II [04]

(1) Matthew C Wagner, 1400 N St Mary's, Beeville TX 78102 (512) 358-8348 -IV [04]

(3) Barry Davis Yandell (Keller ISD), 1500 Pacific Pl, Fort Worth TX 76112 (817) 654-3020 -I [04]

Confirm: (recertified)

Patricia C Baldwin, Kathy Barber, G'Ann Boyd, Rod Caspers, Kay L. Coughenour, Eleanor Dryden, K Pert Durapau, Mark B. Holtorf, Betty Hukill, Charles Hukill, Paul Hutchins, Cathy Huvar, Charles R. Jeffries, Kathleen Juhl, Joseph Kaough, Ray E Karrer, Susan Loughran, Jim Mammarella, James R. Miller, Krin Brooks Perry, Adonia Placette, Jim Rambo, Allan Ross, Stacy Schronk, Gregory M. Schwab, Diana Gural Searcy, Victor L. Siller, Robert Singleton, Cynthia M. SoRelle, C. Lee Turner, Ray von Rosenberg and John Presley Wright.

Delete: (did not certify)

Alma Chapa Moore and Jerry Knight

Delete: (did not recertify)

Cheryl Allen, Eileen Garrett, Jay Jennings, Sandra Mayo, Ed Simone, Jimmy L Tinkle, Bill Watts and Angela Zbrank.

Common myths surround one-act plays

By Karen Longan

T.E.T.A. U.I.L. Advisory Committee

The UIL Open Forum and UIL Advisory Committee meetings at the annual TETA Convention demonstrated the need for dispelling some of the most common OAP myths. The following is an attempt to correct some of the most common misunderstandings with OAP Handbook references for clarification.

• "It's okay to let Granny in late." Contrary to popular belief, there is no rule preventing late seating at a UIL play contest. Contest managers should reserve seats near the door to accommodate late comers and hang a black curtain to mask light spill when the door is open. In most cases it is less disruptive to admit late comers than to deal with noise in the foyer. Page 41, 7(b) Contest Procedures: "Rules do not restrict admission after a performance be-

continued on page 7

Post-district level includes 'hands-on' portion of team contest for computer science competition

By David Trussell

Computer Science Contest Director

Choosing computer software isn't always easy, even if there are only a few options to pick from. C++ programming packages are no exception.

Of course having good software tools to work with is an important part of the learning process in the classroom. But it is also an important consideration for teams that aspire to advance to the post-district levels of UIL Computer Science competition. At the regional and state levels, the team portion of the Computer Science contest includes a hands-on programming component in addition to the written exam.

An important procedural note, particularly for first-year sponsors: students who advance only in individual competition do not participate in the hands-on contest – they take only the written test. Only first-place teams at district will compete in the hands-on contest at region, and only first-place teams at region will compete in the hands-on contest at state. This year's Computer Science study packet contains a booklet that includes detailed information

about the hands-on contest.

Teams are allowed to bring their own computers to use in the programming competition, and most teams take advantage of this option. Students tend to be more comfortable working on a computer they are familiar with. However, some computers may be available for teams to borrow at state and at some regional sites. Contact the contest director for more information, or check out the UIL website (more on that below).

The UIL policy is to mandate neither a particular hardware/OS platform nor a particular programming environment for the hands-on contest. Schools have already invested a great deal of money and learning time in hardware and software for the classroom, so they shouldn't have to spend more or learn additional systems for the contest.

Teams may use Macintosh or IBM-compatible computers, and they may use any commercially available C++ programming environment. The most popular software packages are Borland C++ (Inprise) for IBM-compatible, Microsoft Visual C++ for IBM-compatible and Metroworks CodeWarrior for Macintosh and IBM-compatible. Information about these software packages can be found at the following URLs:

- Borland C++ – <http://www.inprise.com>.
- Metroworks CodeWarrior – <http://www.metroworks.com>.
- Microsoft Visual C++ – <http://www.microsoft.com>.

For schools using Borland C++, note that Inprise also has AP-specific updates for Borland at <http://www.inprise.com/programs/education/ap>. Users who have had difficulty utilizing the AP classes with Borland should download this update.

One of the hot topics of discussion at fall Student Activities

Conferences concerned which software packages would be the best or most appropriate for the contest. The hands-on problem sets will be written in such a

1998-99 COMPUTER SCIENCE TOPICS

District

Text File Input/Output
Multi-Dimensional Arrays
(AP Matrix)
Structures
Storage Classes

Region

Arrays of Structures
Embedded Structures

State

Pointers

continued on page 10

Rules are seen to be flexible in one-act play contests

continued from 6

gins, but such entrances should be controlled so as not to disturb the audience or judge."

• "Ghost directors and invisible schools are seen only by blind judges." There is no rule concerning the anonymity of the director or schools at a one act play contest. At the state level, prior to the contest, directors are introduced to the judge by name and school with their play casts in attendance.

Page 38, (8) Pre-contest Planning: "Prepare a copy for the critic judge upon which the names of schools and directors have been rendered illegible. This will be requested by most critic judges and is not intended to keep the judge from knowing which director, school or students produced or acted in which show. Only an unobservant judge could completely avoid such information at any contest level."

• "Don't put that on the floor!" No part of the unit set shall be used on the floor of the auditorium although it is acceptable to use unit set flats backstage as dressing screens or pylons for prop storage, etc. Page 39, 3(b) Contest Procedures: "League Approved Unit Set elements shall not be used off the stage in the pit or auditorium area. The contest manager may provide access steps from the auditorium floor to the stage as long as these steps are available to all for rehearsal and performance."

The sound system should not be located in front of the stage unless there is a pit that screens the equipment and operator from audience contact and view. The contest manager is the final authority when architectural necessity makes this impossible. When the sound system must be located other than backstage or in a rear booth, that location (front, back or side of the auditorium) becomes backstage and must be shielded from audience/director contact.

• "Over and out is possible." Intercoms are permissible. If the host school uses an intercom, it must be a part of the basic set and available to all companies. Page 9, (7) Sound Support: "Intercom or other internal communication systems may be available as a part of the basic set. If there is not a system available, a participating company may provide a

portable system, but it must be declared by the contest manager a part of the basic set available to all companies for both rehearsal and performance."

• "The tech Olympics or what's a light board?" There never seems to be enough time to teach lighting or the OAP tech elements if your school doesn't have a state-of-the-art facility. Tech rehearsals are not limited to one hour outside the school day except for the limitations imposed by the eight hour "during the school week" rule as covered on pages 9-12 of *TEA-UIL Side by Side 1998-1999*. (This booklet should be available in every principal's office.) If rehearsals are held during the school day, all are limited to a one-hour. Page 11, (12) Planning Meetings: "Section 1033 (d) (2) (A) provides for a minimum technical time, but there is no limit to the rehearsal length outside the school day. Rehearsal time available to one entry shall be available to all entries, not including the host school."

• "Where there's smoke there is fire?" Smoke, fog, and strobe lights don't require approval. Local fire laws control open flames. Check ahead of time with the contest manager. Page 9, (6) Special Effects: "Effects such as smoke, fog, strobe lights, flashes, wind, rain, thunder, and lightning are permissible provided they are not created by an explosive device in violation of Section 1033 (c)(2)(F)."

• "Let there be light!" Black lights need approval. Follow spots do not. Page 8, (5) Lighting: "By precedent, black light is considered special stage lighting and requires approval. Follow spots should be part of the basic set. Follow spots shall not be approved as an addition to the basic set for backstage specials and follow spots provided as part of the basic set shall not be approved to be moved backstage during the course of the contest."

• "But Mommy does my hair!" Alternates, parents, school personnel other than the director(s) are not allowed to help in any way at the contest, including being in the dressing rooms. However, there is no rule preventing an alternate doing makeup or Mommy doing someone's hair, before they arrive at the contest site. Page 12, The Contest, Arrival at

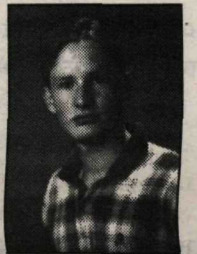
contest site: "Remember that alternates are not eligible except as described in Section 1033 (c)(2)(C). An alternate shall not be in the dressing rooms or in the offstage or backstage areas, including the light/sound position(s), at the contest site."

• "Green beans don't disqualify!" There is no protest in one act play by directors, students or patrons. Please inform parents that they do not need to "scout" for a green bean or a piece of straw left onstage after strike. Although each company should do its best to clean during the strike, it is ultimately the contest manager and site crew that are responsible for seeing that the stage is ready for the next set. Companies should not use materials (such as powder) on stage that will cause the stage to be slick or unsafe for the following companies. (My crew always carries a broom and dustpan for emergencies.) Protests must be filed as per Section 54, page 32 of the Current C & CR.

• "Here comes the judge!" There is a division of labor in the One-Act play Contest. "The most important function of the critic judge is to serve as an educator." Advancing plays and individual awards must be selected, but adjudication with a critique "which teaches as it evaluates" is essential. Do not expect an adjudicator to determine community standards, acceptable language or OAP rules that have been violated.

• "Give an ensemble award to the full cast of a play." Judges, contest managers, and directors should review carefully page 10, (6) prior to giving, requesting or purchasing group awards.

• "Select a benevolent dictator." The contest manager must manage the contest and be responsible for following the administrative requirements outlined in the OAP Handbook and enforcement of all League rules as per Section 1033 (c)(2). The issue of language, play choice, and community standards is the responsibility of the administration of each participating school and community as per Section 1033 (c)(1)(H) Standards.



I was in the sixth grade and my dad took my brother and me to see Tivy's state qualifying production of "Runner Stumbles." By the time I hit my sophomore year, all I wanted to do was get to State in One-Act. My entire One-Act experience was terrific, but nothing can prepare you for receiving the Samuel French award.

**-Travis Newman,
Tivy High School**

Women leave journalism to become housewives

Advice:

When and where possible at UIL academic spring meets, have coaches take tests while students are testing. This is the best way to resolve questions and verify the key.

Musings:

- It is time to get rid of the list of approved calculators for math, accounting and science. We can state what calculators may and may not do, but running a list of "approved" calculators creates more confusion and headaches than it solves.
- It is time to rename the "computer applications" contest to "business systems," thus eliminating the confusion among computer science, calculator applications and computer applications.
- In three years, the business systems contests—or whatever we call it then—should be conducted on battery run laptop computers.

By Tom Ackerman

Staff Writer

• Only 30 percent of journalism majors went into newspaper or magazine positions. The rest of the group ended up in advertising, radio, teaching and public relations. Women, however, making up nearly 10 percent of the graduates, almost unanimously gave up the field to become housewives.

• Accepting a resolution of the orchestra directors throughout the state, the Executive Committee added string orchestra to the list of events offered in the Regional Music Competition Festivals in 1950. A list of prescribed music was to be compiled by the music selection committee headed by G. Lewis Doll of Corpus Christi. According to F.W. Savage, Director of Music Activities, "strict controls will probably be placed in the rules...to discourage the possibility of disbanding a full orchestra in order to concentrate on a string group."

• Director General of the Region VII Meet, Dr. Eldon Brinley, gave his advice for successful planning. "The secret to putting over a meet of this kind," Dr. Brinley said, "boils down to three main factors: start early; be sure to be constantly in contact with the directors; and plan every item in minute detail."

• Dr. Powell Stewart, the new State Director of

50 Years Ago

February/March 1949

Ready Writing, gave suggestions on what makes a good essay. In the way of style, he mentioned keeping vocabulary simple and varying sentences. He also suggested allowing each paragraph one clear point. As far as organization, planning came out at the top of his list: "Don't be like the eager but foolish man," Dr. Stewart said, "who enthusiastically jumped on his horse and galloped furiously in every direction." His main secrets, however, were to be accurate and specific, to personalize the subject with a real experience, and to be original in presentation.

• Ready Writing champions for 1948 wrote proudly on the subject "What Makes America Great?" In giving a contrast to the freedoms of the United States, one writer included a story about "Ivan Volshinski," a boy from a certain European nation. After praising the U.S. in school one day, he never returned to class again: "In fact nothing was seen of the Volshinski family after that day. It was as if something had swooped down out of the night and swallowed them up."

• Bruce Roach, Director of Speech Activities, did an informal survey of One-Act Play judges to find out what pet peeves they had. Judges cited directing problems such as telephone conversations that are too fast, or contain no reactions to the other line. Poor placement of furniture also placed high on the list, as did the "static scene," in which nothing happens but dialogue. Judges advised good directors not to follow the playwright's directions blindly, as many writers "certainly do not know the first principal about play production."

• Dr. D.A. Penick, State Manager of Tennis, urged tennis coaches to inspire their players to find a love of the game. He heralded tennis's merits, saying it can be played from "the cradle to the grave." It also requires mental and spiritual discipline, and no one can be good at the game who can't control their temper.

• Five new records were set at the State Championship Basketball Tournament, the 29th of its kind. Oneal Weaver of Martin's Mill raised the notch on scoring, getting 61 points in the series, and Floyd Dickens of Big Sandy tied the free throw record, putting up eight in one game. A new attendance record was also reached, with 43,500 basketball fans showing up for the series.

Vonderheid receives appointment to UIL staff

The University Interscholastic League announced that Randy Vonderheid has been appointed Assistant Academic Director, replacing Bradley Wilson, who resigned to become executive director of the National Press Photographers Association.



Vonderheid taught journalism and photography and advised the newspaper and yearbook in the Carthage, DeSoto, and Garland school districts before coming to the UIL. He also spent last fall in law school at the University of Arkansas in Fayetteville. As a journalism teacher, he had several students advance to state UIL and win in the state contests. He also helped organize district journalism contests, coordinated with district academic competitions, and directed his district one-act play contest.

In addition, he has served as president of the Texas Association of Journalism Educators as well as being named the 1995 Texas "Journalism Teacher of the Year", and the 1998 Garland ISD "High School Teacher of the Year."

The 20-year teaching veteran has also been involved in other areas of scholastic leadership. He directed the Gloria Shields All-American Publications Workshop in Dallas for 12 years, a traditionally strong scholastic journalism workshop that catered to over 700 students each summer from Texas, Oklahoma, Arkansas, New Mexico, and Louisiana. Vonderheid taught workshops across Texas, including the ILPC Workshop. He advised one of the first yearbooks in the nation that was sent to the yearbook company on a computer disk. He, too, co-wrote a textbook/lab manual for a high school photography course and is a frequent speaker at both state and

national conventions.

When the National Journalism Education Association (JEA) convention came to Texas in 1994, Vonderheid served as local chairperson for the event. He also earned the title of "Master Journalism Educator" from JEA.

"Throughout my professional life I have been an avid supporter of UIL and its activities," Vonderheid said. "For me to get the opportunity to work directly with other UIL officials is an honor and privilege."

Vonderheid will be responsible for the Current

Issues and Events contest this year, as well as serving as managing editor of the *Leaguer*, the official UIL newspaper. In addition, he will work with the other academic directors, Bobby Hawthorne and Jana Riggin, in determining special needs requests as well as any eligibility questions as they pertain to the academic contests. Next year he will assume the responsibilities of all facets of journalism, notably the Interscholastic League Press Conference, one of the nation's largest student press associations.

Journalism judges may be finding tomorrow's best reporters at contest

Although you may not appreciate it now, the person running the journalism contests has honored you by asking you to judge the journalism contests. That person saw a credible, intelligent person to provide a valuable service in evaluating the writing capabilities of students in the journalistic area. Because of the responsibility you have accepted, we are asking you for a few more favors:

• While you (and your newspaper) may not subscribe to the contest judging criteria, the UIL does and has set this up to follow those ideas.

• Students need not put the name of the school in their stories. They are writing for their high school audience, and high school students know the name of their school. They don't need to be reminded. Thus, it is permissible, even preferable, to write "the school board..." rather than "The Leaguetown school board..."

• We typically put our nouns before our verbs. So in simple attribution, the noun should precede the verb, i.e. "I hate rap music," he said.

• Students in the feature writing contest may describe a scene as they think it may have occurred.

We want leads that engage the senses and emotions that show rather than tell.

• The formula for the UIL editorial contest dictates that editorials contain a statement of the problem and a clue to the staff stance, defense of the position, introduction and rebuttal of alternate point of view, and restatement of the stance and call to action in the conclusion. Generally, the editorial should be written in third person.

• In the main and secondary headline combination, the main head need not contain a verb. However, the secondary headline must contain a verb, either stated or implied.

Sometimes that verb may be passive. Don't disqualify it merely because it isn't active. Judge the headline on its own merits first. Did the verb best communicate the central point to the reader?

• Please keep in mind that these are students, not veteran reporters and editors. They've put in a lot of work to get here, almost all of it on their own time. Be nice to them. They are good kids. And who knows, you may even find your best reporter among them.

New 'Prescribed Music List' to contain over 12,000 titles

The committees have completed the bulk of their work and music dealers will begin proofing the content shortly for a new "Prescribed Music List". The band, choir and orchestra PML committees have done an outstanding job and put in countless hours to enrich and refine the list while carefully striving to eliminate incorrect and duplicate entries. The list will contain over 12,000 titles representing approximately 450 publishers.

The band committee put forth a focused effort to expand the size of the Grade I, II and III lists without compromising the quality of works that have appeared in the past two editions. One hundred eight pieces have been added to these three lists. The wealth of new music being composed at the Grade IV and V level will also offer new options to directors who select repertoire from these more advanced lists.

Similarly the orchestra committee has recommended 60 additions to the Grade I, II and III string orchestra lists and 49 additions to the full orchestra lists. The net result will be a significantly broader array of options for orchestra directors at these levels.

One of the principle goals of the vocal committee was to carefully proof the vocal list line by line and eliminate all errors, duplicate listings and vague per-

formance instructions. The net result should be a more accurate, "user friendly" vocal list. The vocal teachers of Texas owe the committee members a great debt of gratitude for the meticulous work that they did.

Other features of the new list will include unique numbers that will reflect the event code, class and line entry of each title. This feature will allow us to track the frequency of performances and make it possible to use unique numbers for contest entries submitted with software programs.

While it is a few weeks premature to say for sure, it is likely that the new PML will actually be published in three sections (band, choir and orchestra). Each section will be 3-hole punched and shrink-wrapped. Directors will be able to create their own binders and purchase only the sections of the book that they will actually use.

There is one final bit of good news. The 1999-2002 PML will be available in a database on CD-ROM. The current production schedule calls for the new PML to be available at the TBA, TCDA and TODA meetings this summer in San Antonio.

Questions, comments or suggestions on any of the above are welcome at the UIL State Office.

DON'T FORGET TO BRING YOUR CLUBS TO TSSEC

1999 Brook Mays / H & H TSSEC Golf Tournament

to benefit the Austin Symphonic Band
under the direction of Richard Floyd, director of music activities for UIL

✓When and Where:

Sunday, May 30, the day in between
TSSEC, at Blackhawk in Pflugerville
4 person shotgun start

✓How:

Entry fee: \$40.00
Includes green fees, cart, food, and
drink coupon

✓Who:

All directors, private teachers, friends,
etc. who are in the Austin area May 30

please make check payable to:
the Austin Symphonic Band

✓Why:

Have fun playing a round of golf with
fellow directors from around the state.
Plus, help reinstate this tournament
as an annual event in association with
the Texas State Solo and Ensemble
Contest.

send confirmations and foursomes to:

Trina Martin
P. O. Box 5017
Georgetown, TX 78627
(512) 930-0344 (ph/fax)

'10 Reasons' why State Meet is the place to be

Academic Coordinators:

By Cinthia Salinas

UIL Speech Consultant

With levers and smoke and mirrors and gadgets, wizards across the state prepare their students for the ultimate visit to Emerald City—Austin. The endless hours of practicing in non-air conditioned buildings, rides on cheese wagons, and that coveted nerd image will soon bear their fruits. Regardless of whether you hail from Paris or Italy or Earthlake, regardless if you are from some Plano place or some Priddy place, regardless if you are from the Heights or from the Valley, we have a place for you at the State Meet. In fact, only the district and regional meets stand between you and your destiny.

The state meet is the most electrifying, mystifying, countrifying (okay—that one didn't work but I ran out of "fyings") place to be in May. The "best of the best" gather to match abilities, wit, nerve and fashion. In case you think I am exaggerating, ask anyone who has been there. There is no match!

As many of you know, Charlene Strickland and I have the honor of helping Jana Riggins run the state prose and poetry contest...an honor that I have treated with the utmost respect and reverence. As a result, last year we introduced the "Top Reasons for Coming to UIL Prose/Poetry State Meet". Our list—a near contender for the Letterman Show (our agents are still talking)—includes the following reasons why you too should be at UIL State:

5. The UIL State Meet brings an "official" end to your Dairy Queen-eating-days, since your meal allotment from the school goes from \$3.50 to \$4.50.

4. The UIL State Meet gives you a reason to abandon those lime-orange, wide-legged, blast-from-the-past outfits you feel compelled to wear at school.

3. The UIL State Meet gives you a chance to see all those Austin "liberals" that are running our state into the ground.

2. The UIL State Meet offers you the most incredible opportunity to hear your name mispronounced in the most incredulous ways.

1. The best reason for coming to the UIL State Meet is to hear me tell bad jokes and to be amazed at

how good-looking I am in person.

Now, before you think I have abandoned all of my democratic thinking about schooling, at last year's state meet, I did ask all the state finalists to give me their top reasons for coming to the UIL State Meet and, yes, those brilliant, talented, creative, amazing students came up with some doozies. Here is their list for coming to the UIL State Meet:

10. You get all the free bottles of shampoo, conditioner, and hand cream you can con the hotel maid out of (and is it any wonder since those are such high-quality products).

9. You get your name on your hometown marquee.

8. You get to experience Austin's drip-dry weather: humidity in the morning...blown dry by wind in the afternoon.

7. You get to find out that you have been mispronouncing your own name your whole life.

6. You get to explore malls that are larger than your hometown.

5. You get to see more black outfits than you would ever see at a funeral.

4. You get "today's newspaper"—today.

Academic Entry form has errors

Please note that there are several mistakes on the "District Meet Entry Form" mailed to you earlier this year. There have been no additions or changes from last year's entry form. You may enter the following amount of people in each contest:

- Extemporaneous Informative Speaking - 3
- Extemporaneous Persuasive Speaking - 3
- Prose Interpretation - 3
- Poetry Interpretation - 3
- Lincoln-Douglas Debate - 3
- News Writing - 3
- Feature Writing - 3
- Editorial Writing - 3
- Headline Writing - 3
- Accounting - 4
- Calculator Applications - 4

- Computer Applications - 3
- Computer Science - 3
- Current Issues and Events - 4
- Literary Criticism - 4
- Mathematics - 4
- Number Sense - 4
- Ready Writing - 3
- Spelling and Vocabulary - 4
- Science - 6

The League mailed a corrected entry form to academic coordinators of each school. You can also download the form from the UIL web page. UIL apologizes for the mistake made in the "District Manual" and other materials sent to schools earlier this year.

Make certain you receive and distribute regional meet handbooks to contest directors advancing students to region. The handbook includes a complete agenda, payment fee schedule, hotel/restaurant information, campus map, important telephone numbers, hospitality information and other vital details.

Regions will send five handbooks to each school. They should be distributed to the principal, track coach, golf coach, tennis coach and academic coordinator. Make sure you get your copy.

Academic state qualifiers have opportunities for almost \$1 million in scholarships from TILF

All UIL Academic Regional Meet winners should receive the following items in the winners packets: **1999-2000 Scholarship Opportunities**, a brochure from the Texas Inter-scholastic League Foundation, and an application. Graduating high school seniors who compete in the UIL Academic State Meet either this year, or in previous years, may apply for TILF scholarships between May 1-15, 1999. Dr. Bailey Marshall, Executive Director of TILF, reports the foundation will award 595 scholarships in June for the 1999-2000 school year, 383 new scholarships and 212 renewals, totaling over \$900,000.

Since the inception of TILF in 1958, \$12.3 million has been disbursed through colleges in Texas to nearly 11,000 academically talented students.

Brochures and applications will be mailed to all high school principals and counselors this month.

All TILF scholarship applicants must meet these five requirements:

1. **Compete in one of the UIL Academic State Meet Contests** (applicants must have competed on the state level of competition), including: Accounting, Calculator Applications, Computer Applications, Computer Science, Current Issues and Events, Debate (Cross-Examination* and Lincoln-Douglas), Journalism (Editorial Writing, Feature Writing, Headline Writing and News Writing), Literary Criticism, Mathematics, Number Sense, One-Act Play, Ready Writing, Science, Speech (Prose Interpretation, Poetry Interpretation, Informative Speaking and Persuasive Speaking) and Spelling & Vocabulary.

Special Note: *Only Cross-Examination Debate State Meet competitors advancing to the second day elimination rounds as one of the top 16 speakers may apply. Do not list first day CX competition on page one of the application.

2. **Submit high school transcript including verified ACT and/or SAT scores, verified rank in graduating class and size of graduating class.** Transcript should be complete through mid-year of the senior year and include the seven-semester high school grade point average converted to a 0-

100 scale with decimals, (i.e., 93.45.) Additional six weeks grade reports are appreciated. School may place materials in a sealed envelope, if desired.

3. **Submit a completed application and parents' IRS 1040 forms, pages one and two, to the League office between May 1-15, 1999.**

4. **Graduate from high school during the current year and begin college or university in Texas by the following fall semester.**

5. **Attend an accredited college or university in Texas, take a 12-hour per term minimum course load, and maintain a minimum 2.5 grade point average. Some donors require a higher GPA and more hours per term.**

New listings not included in the 1999-2000 brochure:

Please note that individuals must first meet the five requirements of all TILF applicants.

1. **Dorothy Sue Whited Memorial Scholarship**, in the amount of \$1,000. For contestants in the UIL Speech and Debate contests. Recipients must attend UT-Austin in the business or engineering school with an intent to follow a career in computer technology.

2. **Richard Gibby Memorial Music Scholarship**, in the amount of \$500. Applicants must have made a division rating of I or II in a solo performance at the UIL State Solo Contest. Preference will be given to applicants majoring in music with plans to enter the teaching profession.

New listings and changes found in the new brochure:

1. **Hexco, Inc.**, has changed their \$500 annual listing to include students placing first in Accounting, Computer Applications, Computer Science, Literary Criticism or Spelling & Vocabulary.

2. **Arturo V. and Elvira D. Lozano Scholarship** has been endowed to provide one annual award in the amount of \$12,000, to be disbursed \$3,000 a year for four years. Recipients must maintain a 3.0 college grade point average.

3. **Power Punch Publications, Inc.**, of Norman, Oklahoma, offers two scholarships of \$500 each. Students must qualify in the UIL Lincoln Douglas or Cross-Examination Debate Contests.

4. Nystrom will award two \$500 annual scholarships.

5. Spalding Sports Worldwide is providing fifteen \$1,000 scholarships.

6. **The Nelda C. and H. J. Lutcher Stark Foundation** has increased the amount they award to \$13,040, payable \$3,260 a year for four years. See brochure for complete requirements.

7. **The Welch Foundation** has increase the amount of each award to \$12,800, payable \$3,200 each year for four years. They have also increased the number of new awards each year to 20. See brochure for complete requirements.

8. **The Leta Andrews and Dean Weese Scholarships** in the amount of \$500 each have been established by Whataburger, Inc. and Southwest Shootout, Inc. to honor the two most winning girl's high school basketball coaches. Applicants must have competed in Girl's High School Varsity Basketball.

Dr. Marshall reported that during the 1998 fall semester, grades for 516 scholarship recipients attending 60 colleges and universities in Texas compiled some impressive GPA statistics. Approximately 30 percent of the students made a 4.0 GPA; 63 percent made a 3.5 or better GPA; and 84 percent made a 3.0 or better GPA.

"These students are typical of the quality of students that apply for and receive TILF scholarships," Marshall said. "Though not everyone that applies can receive a TILF scholarship, certainly those who are eligible to apply should do so."

Students who have participated in the UIL Academic State Meet during any year in high school are eligible to apply to TILF during their senior year. Qualified students may write for **1999-2000 Scholarship Opportunities** and an application by enclosing a self-addressed, stamped (two first class stamps) envelope to: TILF, Box 8028, Austin, Texas 78713-8028. Recipients must begin school by the fall following graduation from high school and must attend school at a Texas college or university. Applications must be postmarked by May 15, 1999. Announcements will be mailed to all applicants on June 18, 1999.



"Someone once said, 'Accept the challenges so that you may feel the exhilaration of victory.' UIL contests have certainly been both a challenge and a triumph."
-Allison Leigh Harvey, Permian High School

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.

Post-district competition offers more challenges, complexities to computer science contestants

continued from page 7

way that no software package has advantages over another. Please see the accompanying article by Dr. Dennis Carroll for more information and some tips for the programming contest.

While the programming component makes the Computer Science contest more challenging and popular with students, it also adds a great deal of complexity to contest organization and administration.

One potential disadvantage of running a contest without hardware or software specifications involves judging stations. In theory, a properly written program should work with any compiler on the same platform, but practice has proven that that is not always the case. This is a particular problem at the regional contest, where contest directors must work with whatever hardware and software is available at

While the programming component makes the Computer Science contest more challenging and popular with students, it also adds a great deal of complexity

their particular site.

For this year's regional contest, hardware and software data for each regional site, as well as computer availability and other information, will be posted on the UIL website (<http://www.utexas.edu/admin/uil>) several weeks before the meet. If a team's regional site does not have the particular configura-

tion they prefer to use in competition, that team should plan to bring an additional computer for the judging station. If a team cannot provide an additional computer, another option would be to allow judges to evaluate solutions at the team's workstation in the contest room (keeping in mind that this procedure could take away a small amount of the team's work time). Providing more information in advance should make for a smoother contest day.

The programming component has been a part of the state Computer Science contest since its inception, and this is the third year for the regional hands-on contest. Software concerns aside, the hands-on component provides a valuable opportunity for students to test their programming skills...and perhaps it provides them with a bit of inspiration for building the software of the future.

Running UIL events should be student-centered

Earlier this winter, Jana Riggins and I attended an extraordinary regional director's meeting. It was devoted entirely to academics. Generally, these meetings are attended by track coaches who do whatever it is they do, and discuss whatever it is they discuss. I would not pretend to know what this is, and I do not minimize its importance.



Bobby Hawthorne
Academic Director

My point is that they rarely discuss in any depth the academic meet.

Not so this time. Apparently, the situation there had become unbearable enough that a number of administrators, academic coordinators and speech teachers gathered to discuss how to save the situation from melting down completely.

One administrator, I thought, captured the feelings of the group. When his school brings a group of students to regional contest, he said, they want the following:

- They want their kids to have a good time.
- They want their students and coaches to feel welcome on campus.
- They want college representatives, especially

contest directors, to act as if they are glad to host the meet.

- They expect the meet to be well organized so they will know when and where to go to compete.
- They want to win, but if they don't, that's acceptable so long as they agree that the judging was fair and competent.

You can pretty much say this about every district, every region. Those of us who attended the meeting left believing that we had gone far in solving the problems the region faced and salving bruised feelings. And while the situation there may have reached a near-crisis level, the message brought that day is relevant to all UIL contests, no matter how well organized and conducted.

The second and third weeks in March, and the third week in April will for many students be among the most important weekends of their young lives. For some of them, reaching the regional meet will far surpass their wildest expectations. They'll just be thrilled to be there.

Others have had their sights set all year on making it to Austin and winning a state championship. Anything less will be devastating, particularly if that loss occurs in a poorly run contest, despite whether one relates in any way to the other.

No doubt, the kids are already cranking away. They have ordered and studied the contest material, practiced at school and at home, attended student

activities conferences and competed at invitational meets. Come district and regional, they will be ready. And they will be excited.

In an article titled "Lighting the Flame" in *Education Week*, Debra Viadero writes, "Studies have shown, for example, that students become enthusiastic about learning when they feel the subject is relevant to their lives, when they can do real and challenging work, when they have some control over what they do, when they feel connected to their schools, and when they do not feel compelled to compete against classmates for A's and high scores."

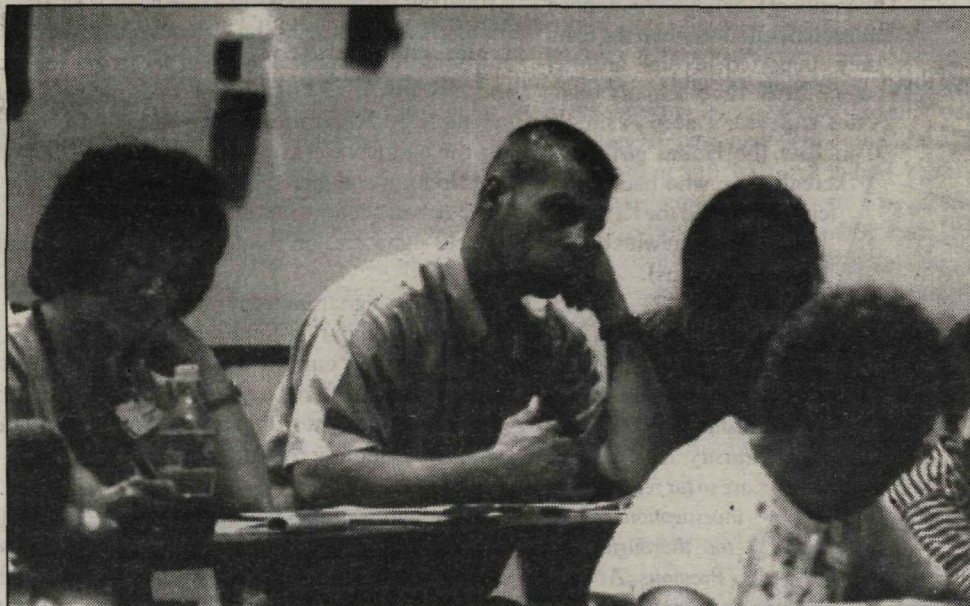
In academics, their motivation is intrinsic. No doubt, there are extrinsic benefits: medals, recognition, potential scholarships. But few could survive the grind without possessing a deep, burning desire to master their contest area, whether it's literary criticism or computer science.

Given the intensity of the situation, the days of the district and regional meets will be long and possibly difficult. Not everything will go the way you want it to go.

But those responsible for hosting these meets—myself included—should remember that they are surrounded by Texas' best and brightest students and teachers, by highly-motivated, highly-skilled, hard-working young people and selfless, dedicated educators. We should be proud to be among them.

Check out the UIL Web site at <http://www.utexas.edu/admin/uil/>

It contains answers to questions concerning a multitude of topics related to your upcoming competition.



SO THAT'S THE RESULT

In a session over Debate judging paradigms, Myrna Bass of Hemphill High School, Mike Morrow of Quitman High School, and Beth Thomson of Brownsboro High School listen intently to Dr. Wayne Kraemer, a UIL consultant, and Sean Tiffie of Southwest Texas State University (neither of whom are pictured) explain the intricacies of debate judging.

I THOUGHT SO

Many of those in attendance at the 1998 Academic Coordinators/Speech Coaches summer workshop what the rules really are, as well as how and why they are implemented. This summer's event will continue the success of the 1998 workshop, providing an even greater variety of sessions for those attending two day event on the University of Texas campus.



Summer is time for refreshing, relaxing and preparing for

Y2K

with the Academic Coordinators/Speech Coaches Workshop

With district competition coming up in less than a month, academic coordinators and speech coaches around the state are wishing they would have spent a couple of days last summer preparing for this day by attending the Academic Coordinators/Speech Coaches workshop.

With that two minutes you have now between phone calls and classes, grab your calendar or day-timer and pencil in July 9-10 for the annual event. The workshop has become more popular each year, last year surpassing 350 in attendance.

Sessions in past workshops covered eligibility requirements, surviving as academic coordinator, running each of the different high school, middle school, and elementary contests, how to host an invitational meet and the real district meet, TILF scholarships, opportunities and successes in small school programs, as well as all types of speech sessions. Particulars for this year's workshop will be announced as the workshop gets closer.

Cost of the 1999 workshop will be \$50 for pre-registration, and \$75 at the door. Look for information to be mailed to the school in April.

Don't let what is happening this year happen next year — be prepared — register and attend the 1999 Academic Coordinators/Speech Coaches summer workshop, July 9-10, on the campus of The University of Texas in Austin, and sponsored by the UIL.

Tee times, specific courses clarified for state golf tournament in all classes

As with almost everything else, problems seem to pop up at the most inconvenient times. This time, though, we were able to catch a possible problem long before it became a problem. Some of the information published earlier may have had some inaccurate information. We will try to clarify as much as possible about the state golf tournament here.

The approximate starting time for each golf tournament will be 7 a.m.

The pro at Morris Williams Golf Course is Beth Clecker (512/926-1298), at Lions Municipal Golf Course is Lloyd Morrison (512/477-6963) and at Roy Kizer Golf Course is Kevin Gomillion (512/444-0999) ... Coaches meeting will be on Sunday, May 9 for those tournament beginning on Monday.

The meeting at Lions Municipal will begin at 5:30 p.m., Morris Williams meeting will begin at 6:15 p.m. and the meeting at Roy Kizer will begin at 7 p.m.

Practice round tee times for the Conference



Peter Contreras
Asst to the Athletic Director

1A, 2A, 3A and 4A state tournament will be made by tournament director Peter Contreras only. Do not call the golf course for practice round tee times. Call me at (512) 471-0694 between the hours of 7 a.m. and 12 p.m. (noon) on Monday, May 3.

Conference 5A schools only may call their golf course pro shop for practice round tee times.

(Reminder: Only one hour during the school day may be used for a practice round at the regional tournament. For example, if you are playing your practice round during a school day and your last school bell is at 3:30 p.m., your tee time for your practice round can be NO SOONER than 2:30 p.m.)

(Listed below are the correct sites for each conference. The Spring Meet Coaches Manual is incorrect.)

May 10-11, 1999 Conference 1A, 2A, 3A & 4A

Conference 1A

Boys Morris Williams Golf Course
Girls Morris Williams Golf Course

Conference 2A

Boys Lions Municipal Golf Course
Girls Lions Municipal Golf Course

Conference 3A

Boys Lions Municipal Golf Course
Girls Morris Williams Golf Course

Conference 4A

Boys Roy Kizer Golf Course
Girls Roy Kizer Golf Course

May 13-14, 1999 Conference 5A

Conference 5A

Boys Roy Kizer Golf Course
Girls Roy Kizer Golf Course

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
Rodney McFadden,
O.D. Wyatt
Monica Lewis,
El Paso Austin
Stan Platz, Schertz Clemens
Justin Morett, Greenwood
Jeff Thorpe, Cypress Creek

SOCCER

David Hilliard, Lewisville

BASEBALL

Brett Voss, Temple
Terry Massey, Brewer

Baseball 'tings' into season with eyes on the weather

I love this time of year. Most people like to say that Spring is in the air. However, I think there is a "ting" in the air. That 'ting' is of course the sound of the ball coming off the bat. It's baseball season again and there are a few things all coaches need to know as the year gets going.

As always, weather is the big concern for baseball. There is a new rule for how and when varsity district games postponed by weather or public disaster must be made up. According to the Baseball Plan of the UIL Constitution and Contest Rules:

Exception for Rescheduled Games. District varsity baseball games postponed by weather or public disaster (not including illness) shall be rescheduled on the next date, other than Sunday, on which another district game is not scheduled. In the event weather or public disaster forces the makeup game to be rescheduled it shall be rescheduled on the next date as described earlier. These makeup games may be played as an exception to the school week limitation.

If you have a varsity district game postponed by weather (which any of you who have been around for a while know you will) it must be scheduled on the next available date other than Sunday on which another district varsity game is not scheduled. If you have a district varsity contest rained out on Tuesday, it shall be rescheduled for Wednesday. If the weather causes cancellation of this rescheduled game, it shall be rescheduled for Thursday. These rescheduled games may be played as an exception to the school week limitation.

An advantage that baseball and softball have over



Mark Cousins
Assistant to the Athletic Director

Rules for rescheduling games because of rain or public disaster are spelled out in the Constitution and Contest manual

the other activities is that there is no calendar week limitation. While state law limits schools to one contest during the school week (Monday to the end of school Friday), the school team could theoretically play a double header Friday after school and another on Saturday. Schools should be aware of season game limits in baseball. School teams are allowed to compete in 17 games (18 in Class A) and three tournaments. I urge coaches to check their schedules to confirm they are in compliance with season game limits. It would be a shame to have to forfeit your last district game and possibly a playoff spot for scheduling too many games for your team.

2A, 3A advance 3 teams

For the first time, 2A and 3A schools will advance three teams into the playoffs. The district champion will receive a bye in the first round of the playoffs. The brackets for the playoffs in all conferences are available in the Baseball Coaches and Administrators Manual and will be available on the UIL website (www.utexas.edu/admin/uil) in the coming months.

Playoff formats set

The district certification deadline for baseball is May 4 for conferences 2A-5A and May 18 for conference 1A. In all playoff series, schools have the option of playing one game or a two out of three series. If the schools cannot agree on the format of the series, a coin flip will decide. In a two out of three series, the games shall be played on Friday and Saturday. If one game is played on Friday/Saturday and a second game cannot be played because of weather, then the win-

ner of the one game advances to the next round. If two games are played (and split) and the third game cannot be played on Saturday because of weather conditions, consult the Constitution and Contest Rules for direction. The State Tournament is scheduled for June 10-11 in Austin. Direct questions concerning the Baseball plan or playoff games to me at the UIL office.

New formula for bats

The National Federation of High School Associations is in the process of formulating new standards for bats used in high school baseball games. There is no change in standards for the bats for this year. There are limits on the diameter of the bat (2 and 3/4 inches), length of the bat (36 inches) and the length to weight ratio of the bat (shall not weigh more than 5 ounces less than the length). Information from the Federation indicates that the new standard will try to limit baseball bats to more wood-like performance. We will inform schools of the new standards and when they will go into effect as soon as the Federation releases information.

Focus on sliding rule

There will be a focus on the sliding rule this year that coaches need to be aware of. Umpires across the state will put emphasis on safety in sliding situations. According to the Federation Baseball Rule Book (Rule 2-32-2) a slide is illegal if: the runner uses a rolling, cross-body or pop up slide into the fielder; or the runner's raised leg is higher than the fielder's knee when the fielder is in a standing position; or the runner goes beyond the base and makes contact with or alters the play of the fielder; or the runner slashes or kicks the fielder with either leg; or the runner tries to injure a fielder; or the runner, on a force play, does not slide on the ground and in a direct line between the two bases (exception: a runner may slide or run in a direction away from the fielder to avoid making contact or altering the play of the fielder). I urge coaches to discuss the slide rule and other new rule changes with their local SBUA chapter.

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

Tentative Track and Field Schedule Mike A. Myers Track and Field Stadium University of Texas-Austin May 12-13, 1999

Sessions & Running Events

- 6:00 p.m.: Friday, May 14 - 1st Session: 3A & 4A
11:00 a.m.: Saturday, May 15 - 2nd Session: 1A & 2A - all running events
6:30 p.m.: Saturday, May 15 - 3rd Session: 5A - all running events

Friday, May 14

Field Events

- 9:00 a.m. Boys': 3A Discus
9:30 a.m. Boys': 3A Triple Jump
10:00 a.m. Girls': 3A Discus, 3A High Jump; Boys': 4A Long Jump
11:00 a.m. Girls': 4A Discus, 3A Triple Jump
11:30 a.m. Girls': 4A Long Jump
12 noon Boys': 4A Discus, 3A High Jump, 3A Pole Vault
12:30 p.m. Boys': 4A Triple Jump
1:00 p.m. Girls': 3A Long Jump
2:00 p.m. Girls': 2A Discus, 4A Triple Jump; Boys': 2A High Jump
2:30 p.m. Boys': 3A Long Jump
3:00 p.m. Boys': 2A Discus, 2A Pole Vault
3:30 p.m. Girls': 2A Triple Jump
4:00 p.m. Girls': 2A High Jump; Boys': 2A Long Jump, 3A Shot Put
5:00 p.m. Girls': 3A Shot Put; Boys': 2A Triple Jump
6:00 p.m. Girls': 4A High Jump, 2A Long Jump, 4A Shot Put
7:00 p.m. Boys': 4A Shot Put
8:00 p.m. Girls': 2A Shot Put; Boys': 4A High Jump
9:00 p.m. Boys': 2A Shot Put

3A & 4A Track Events

(Schools will compete in the order 3A, 4A)

- 6:00 p.m. Girls' 3200-meter run
6:30 p.m. Boys' 3200-meter run
7:00 p.m. 400-meter relay; Boys' 400-meter relay
7:20 p.m. Girls' 800-meter run; Boys' 800-meter run
7:40 p.m. Girls' 100-meter high hurdles
7:55 p.m. Boys' 110-meter high hurdles
8:05 p.m. Girls' 100-meter dash; Boys' 100-meter dash
8:15 p.m. Girls' 800-meter relay
8:20 p.m. Boys' 400-meter dash; Girls' 400-meter dash
8:40 p.m. Girls' 300-meter low hurdles
8:55 p.m. Boys' 300-meter intermediate hurdles
9:10 p.m. Girls' 200-meter dash; Boys' 200-meter dash
9:30 p.m. Girls' 1600-meter run; Boys' 1600-meter run
9:50 p.m. Girls' 1600-meter relay; Boys' 1600-meter relay

Saturday, May 15

Field Events

- 9:00 a.m. Girls': 1A Triple Jump; Boys': 1A Discus, 1A High Jump, 1A Pole Vault
Long Jump
10:00 a.m. Girls': 1A Discus; Boys': 1A Pole Vault
10:30 a.m. Girls': 1A Long Jump; Boys': 1A Triple Jump
11:00 a.m. Girls': 1A High Jump
12 noon Girls': 5A Triple Jump
1:00 p.m. Girls': 1A Shot Put
1:30 p.m. Boys': 5A Triple Jump
2:00 p.m. Boys': 1A Shot Put
4:00 p.m. Girls': 5A Discus, 5A Long Jump
5:00 p.m. Boys': 5A Discus, 5A Long Jump
6:00 p.m. Girls': 5A High Jump, 5A Shot Put
6:30 p.m. Boys': 5A Pole Vault
7:00 p.m. Boys': 5A Shot Put
8:00 p.m. Boys': 5A High Jump

1A & 2A Track Events

(Schools will compete in the order 1A, 2A)

- 11:00 a.m. Girls' 3200-meter run
11:30 a.m. Boys' 3200-meter run
12:00 noon Girls' 400-meter relay; Boys' 400-meter relay
12:20 p.m. Girls' 800-meter run; Boys' 800-meter run
12:40 p.m. Girls' 100-meter high hurdles
12:55 p.m. Boys' 110-meter high hurdles
1:05 p.m. Girls' 100-meter dash; Boys' 100-meter dash
1:25 p.m. Girls' 800-meter relay
1:40 p.m. Boys' 400-meter dash; Girls' 400-meter dash
2:00 p.m. Girls' 300-meter low hurdles
2:15 p.m. Boys' 300-meter intermediate hurdles
2:30 p.m. Girls' 200-meter dash; Boys' 200-meter dash
2:50 p.m. Girls' 1600-meter run; Boys' 1600-meter run
3:25 p.m. Girls' 1600-meter relay; Boys' 1600-meter relay

5A Track Events

- 6:30 p.m. Girls' 3200-meter run
7:15 p.m. Boys' 3200-meter run
7:00 p.m. Girls' 400-meter relay; Boys' 400-meter relay
7:15 p.m. Girls' 800-meter run; Boys' 800-meter run
7:30 p.m. Girls' 100-meter high hurdles
7:45 p.m. Boys' 110-meter high hurdles
7:55 p.m. Girls' 100-meter dash; Boys' 100-meter dash
8:10 p.m. Girls' 800-meter relay
8:25 p.m. Boys' 400-meter dash; Girls' 400-meter dash
8:40 p.m. Girls' 300-meter low hurdles
8:50 p.m. Boys' 300-meter intermediate hurdles
9:00 p.m. Girls' 200-meter dash; Boys' 200-meter dash
9:10 p.m. Girls' 1600-meter run; Boys' 1600-meter run
9:30 p.m. Girls' 1600-meter relay; Boys' 1600-meter relay

Conference A votes for Area track meets

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

The District track and field certification deadline is April 10, 1999. All district track and field



Charles Breithaupt
Athletic Director

meets must have been completed by midnight April 10. The Area track and field certification deadline is April 17, 1999. The Area track and field meet must be completed by midnight April 17.

Districts are responsible for organizing and obtaining workers for the Area meets. Purchasing medals and trophies is the responsibility of the two districts involved in the Area meet. The following districts should meet to determine the date and site of their area meet.

Region I: 1 & 2, 3 & 4, 5 & 6, 7 & 8; Region II: 9 & 10, 11 & 12, 13 & 14, 15 & 16; Region III: 17 & 18, 19 & 20, 21 & 22, 23 & 24; Region IV: 25 & 26, 27 & 28, 29 & 30, 31 & 32.

Track brings back memories of Jones's race

continued from page 1

1600-meter run," he explained. "I knew it wasn't an immediate danger, so as soon as the race was finished I had the announcer tell everyone to get under the stands."

Present UIL Athletic Director Charles Breithaupt recalls the possible records that could have been broken.

"Jacob Davis, a contestant in 3A, was injured before the meet where he was going for his fourth straight pole,

vault championship.

"Also, in the first year of the 'one false start' rule (where runners were disqualified for their first false start - in previous years they were disqualified after their second false start), Dozier Lee, who had set a state meet record the week before in a 'Week of Champions' meet, scratched in the 400 meter dash because of that new rule," he explained.

Breithaupt also saw advantages of the new

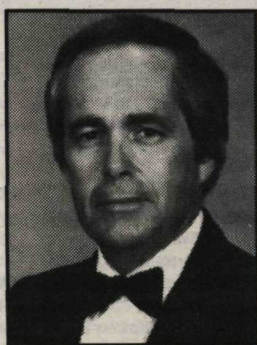
field. He said all the events, both field and running events, will be run at the same place.

"One year, Roger Roessler broke the oldest discus record, but very few people saw it because the field events were run at Clark Field," he said.

Both men see advantages of the new field, but, with a twinkle in their eyes, will never forget the day Johnnie "Lam" Jones set the field afire with his monumental run.

Web page makes registration for contests easier

This spring will mark the first year it will be possible to enter the Texas State Solo and Ensemble Contest electronically. A TSSEC web site has been developed that will allow directors to enter students without the need to fill out cumbersome NCR entry forms, compute fees and then send them via mail to the UIL in Austin.



Richard Floyd
Music Director

entry fees and provide the director with an invoice indicating the total fees due. It will not be necessary for directors to go through the tedious process of computing entry fees for the number of solos and ensembles entered. The final step in the process will result in the generation of a verification page. This page becomes your invoice. Simply print two copies. Return one to the UIL office with a check for your entries and retain the second copy for your files. Be advised that an entry does not become official until the entry fees are received in the state office.

For security purposes, and since the TSSEC Web Page is a part of the University of Texas electronic communication system, it will be necessary for a director to secure a UT Electronic ID (UT EID) and password before he or she can access the TSSEC web page. Details regarding how to secure your UT EID are clearly spelled out in the TSSEC entry packet distributed at region solo and ensemble contest. It is a simple, convenient process that can be executed by e-mail. A UT EID and TEA Code (contained in your

TSSEC entry packet) is all that is required to use the electronic entry system.

Once directors have officially entered their students and verified the entries, they will not be able to make changes electronically; however they will still be able to view their entries on line. Changes in entries after the verification page is completed will require a phone call to the UIL music office.

Schedules will be mailed out the end of the first week in May as in the past.

Directors who are "on line" are encouraged to exercise their option to use this procedure to enter TSSEC. The process should prove to be convenient, quick and accurate. In addition the use of this procedure will help minimize the log jam of 18,000 line entries of contest participants being entered manually in the state office and accelerate the process of finalizing and mailing schedules to the approximately 800 participating schools.

Address questions to the UIL Music Office at (512) 471-5883 or uilmusic@uts.cc.utexas.edu.

SEBESTA ANNOUNCES RETIREMENT

Melva Sebesta announced her retirement as Executive Secretary at the TMAA Executive Committee meeting, February 5, 1999. The Executive Committee reluctantly accepted her notice. Her resignation will take effect in the spring of 2000.

TMAA will be accepting applications for the Executive Secretary's position until May 15, 1999. Interested persons should contact the TMAA office at (830) 569-5185.

The benefits are many.

First, the need to fill out countless forms in triplicate is eliminated. By completing the entry of each student on line the data goes directly to the University of Texas mainframe computer where all contest information is processed and the official schedule is printed. Directors who enter their students electronically prior to April 1 need not be concerned with a deadline postmark or when a mailed entry actually arrives in Austin. Also, since entries submitted electronically do not have to be entered into the mainframe manually in the state office there is no chance for keystroke errors that might misdirect an entry to an incorrect school or event code.

Second, the new system allows a director to select a preferred day for each student entered. In other words if some students need to come on Saturday and others prefer Monday it is possible to indicate these preferences, provided the web site is used to enter the contest. However, it is important to keep in mind the fact that Monday is still primarily reserved for schools that have graduation on Friday May 28, or Saturday May 29. Schools with graduation dates other than May 28 or 29 are encouraged to compete Saturday.

Finally, the program is designed to compute all

Texas State Solo and Ensemble Contest
Web Entry System

Welcome to the Texas State Solo and Ensemble Contest!
CONTEST DATES: Saturday, May 29 and Monday, May 31.
ENTRY FEES: \$15.00 for each solo, \$7.50 for each ensemble member.
 After Final Verification of your entries, print the Confirmation list of your total entries and fees. Mail your check and the confirmation list to the UIL to make your entry official.

To use the TSSEC web entry system, please enter your school's T.E.A. Code and your school organization then click **SUBMIT**.

TEA Code:

School Organization: Band Orchestra Choir

Exit the TSSEC System [HELP](#)

This is what the TSSEC Web system will look like when you sign on to submit your entries for the different contests.

Successful music adjudicators must practice their craft

Judges must remember that contests are for students to improve and have educational experience

Dr. Scott Mason

TMAA Vice President For Concert Band

Hopefully you have had the opportunity to read previous articles in the *Leaguer* written by officers of the Texas Music Adjudicators Association. It is our intent that these articles help further develop skills of all Texas music adjudicators so that the music students who participate in UIL contests will be better served.

Many of us will be hired as professional adjudicators while we are preparing our own performing organizations for concert and sight reading contests. In both capacities we must always remember that the UIL C & CR states that the purpose of the UIL Music Contest is to provide a statewide music competition that fosters high performance standards, nurtures aesthetic development and reinforces the many functions of music within our society. As a judge you will have the opportunity to inspire, influence, educate and motivate all of our music students to a higher level of proficiency and understanding. The following information will help remind and inform you of some of the necessary rules, guidelines and procedures of being a successful music adjudicator.

The music adjudicator has two areas to address. The first calls for the judge to enforce or observe established rules, and the second is for the adjudicator

to make judgments. To prepare for success be sure to read the rules and guidelines listed in the UIL C & CR pages 129 to 148 again. It is important we all observe these rules for each concert and sight reading contest in Texas.

Plan for a successful day of judging by arriving early at the contest, knowing the precise location of where you are going and having set in your mind the correct expectations for the organizations you will judge at the contest. Being a professional adjudicator requires us to focus all of our attention on serving the students we will adjudicate. We cannot perform our best when we are tired, hungry or rushed. Ask your contest host for exact information about the contest. Once you have verbally agreed to judge a contest and signed a contract you have an obligation to fulfill this contract to the best of your ability.

There are three basic concepts that must be used by all judges. First and foremost, the contest must be for the students. Second, the contest must provide for improvement, and third the contest must be an educational experience.

The most important activities you perform at the contest are writing and taping comments. Remember you can only judge what is performed at the contest. Evaluate those performances in relation to a subjective standard. There is a standard in Texas that should be used throughout each region at every

contest. Provide comments for future improvement. Explain on the sheet or tape what the positive and negative points of the performance were and ways for students and directors to improve.

Being a successful adjudicator requires us to explain in new and unique methods ways for students and directors to improve their level of performance. When you are writing comments make sure all statements are positive in nature to motivate the students, but direct enough to be understood; complimentary enough to make both the teacher and student want to continue to improve, but critical enough to result in the needed progress required to elevate the level of performance. To fulfill all of these objectives it is sometimes necessary to write more than just the one sheet. Without tapes you may need several pages to explain exactly what you mean by your comments. Write comments that are legible and in language appropriate to the age group performing.

Whenever possible travel to a nearby region contest. Listen to a group performing and decide your own comments. See if your comments are beneficial to the students and ask other experienced adjudicators what their comments would have been. The way to become a successful music adjudicator is the same way we tell our own students to become better musicians, PRACTICE.

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 "xenogeneic" instead of "xenogenic."

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.

ONE-ACT PLAY

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

LOCAL ELIGIBILITY RULES

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

OPTIONAL ATTENDANCE ZONE

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

WAIVER

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

APPEALS

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

MAGNET SCHOOLS

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

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

ARLINGTON HEIGHTS HS

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

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 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.

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.

FORT 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.

CROWLEY

The State Executive Committee issued a public reprimand and placed Crowley ISD on probation through September 28, 2000, for violation of the Athletic Code.

DEL VALLE

The State Executive Committee supported the action taken by the District 26-AAAA Executive Committee in issuing a public reprimand to Del Valle High School for violation of the Athletic Code. In addition, the State Executive Committee placed the school on probation through January 20, 2000, and required the school district to continue working on a plan to prevent future incidents involving crowd control.

CHILTON

The State Executive Committee issued a public reprimand and placed Chilton High School on probation in football through January 20, 2000, for violation of the Athletic Code.

JARRELL

The State Executive Committee issued a public reprimand and placed Jarrell High School on probation in football through January 20, 2000, for violation of the Athletic Code.

IRVING RENAISSANCE

The State Executive Committee issued a public reprimand to Mr. James Darnell, Irving Renaissance Charter School, and suspended him from the first five basketball games of the 1999-2000 school year, for violation of the Athletic Code. In addition, the State Executive Committee supported the action taken by the District 11 AAA Executive Committee in issuing a public reprimand and placing Irving Renaissance Charter School on probation for the next two years for multiple violations of UIL rules.

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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